AGENDA OF THE DEVELOPMENT COMMITTEE OF THE BOARD OF EDUCATION OF THE CITY OF HAMILTON

1989 01 05

Chairman and Members of the Development Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen:

Update: Outdoor Education Program Review, Grades 7 - OAC

RECOMMENDATIONS:

1. That the Outdoor Education Steering Committee report to the Development Committee of the Board through Gail Rappolt, Assistant Superintendent of Curriculum, no later than June 1989.

2. That the report identify Outdoor Education programs and resources currently available to students in the Hamilton System, assess the need for any future changes and make recommendations based on those findings.

3. That 2 trustees be selected as members of the Outdoor Education Steering Committee.

This update has been prepared in response to the motion moved by Mrs. S. Bell and seconded by Mr. B. Allan at the July 1988 meeting of the Board of Education (see appendix I).

As stated in the job posting (see appendix II), the Outdoor Education Program grades 7 - OAC is under review in the 1988 - 1989 school year. The role of the Special Assignment teacher is to provide "support" at Christie Conservation Centre for teachers wishing to use the facility, but the major focus of the role is to conduct a thorough program review. Mr. Jack Lee is currently undertaking this assignment and his duties and accomplishments to date are shown in Appendix III. In Appendix IV, statistical data about student usage at Christie and Glen Road is shown for Sept. - Dec. 1988.

As you can see, a large number of classes were served by Mr. Lee as a single teacher, considering the other functions he has been carrying out. Mr. Lee had the help of a supply teacher in science for 29 classes of grade 10 biology, attended over a 21 day period. This supply teacher time was formerly applied at the school level to free an extra teacher.

It is important for teachers and members of the community to understand that unless we continually add staff, we must cut back in some areas, at least temporarily, until we review the situation and make well-designed plans for the future. It is hoped that the Outdoor Education Review will provide direction and that in the near future such well-thought out plans will be presented to senior officials and trustees.

Prepared by: Jack Lee,
Outdoor Education Special Assignment Teacher

Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum

Approved by: K. A. Rielly
Director of Education

APPENDIX I

From July 1988
Board of Education Meeting

In pursuance of the notice she gave at the last regular meeting, it was moved by Mrs. Bell and seconded by Mr Allen: That the Outdoor Education Programme be monitored in the first few months of the new school year and a report be given at the January meeting of the Development Committee to determine any adverse effect of this cut on the children in the classroom.

Trustee Bell recalled the budget deliberations whereby half of the staff was cut. Since then, concerns on the impact to the students have arisen especially for students in the inner city.

Trustee Baskin understood there are two people on staff and the cut was by one-third.

Trustee Detwiler suggested other means may be taken to undertake the programme at a lesser expense, but she agreed the programme should not suffer.

While Trustee Mulholland supported the motion, he cautioned the members when they make cuts during the budget process, and then proceed to put the cuts back in.

Trustee Hicks supported the motion but he recalled the Outdoor Education programme was re-organized, and it was not a budget cut. The Director replied that is correct.

Trustee Allen cited safety concerns and referred to an example of taking a group of children to a very large conservation area.

from Hamilton Spectator

FRIDAY, JULY 22, 1988 C3

Board to watch cutback of special program

A STAFF cutback in the outdoor education program run by Hamilton's public school board must not deprive youngsters of the benefits of that program, trustees agreed last night.

Instead of three outdoor education resource teachers, the board will have only two. Trustee Sandi Bell said she felt "extremely uncomfortable" about the reduction, because she feared it could have an impact on the number of children served — especially inner-city youngsters not exposed to camping and other outdoor experiences.

The board approved her motion that the program be monitored in the first few months of the school year, to determine if the cut adversely affects children in the classroom. A report will go to the development committee in January.

Although supporting the motion, Trustee Ray Mulholland cautioned the board about the dangers of replacing items cut in the budget process.

"Once the budget is set, we as people sitting around the board table have to live with that," said Mr. Mulholland.

Referring to the board's outdoor education centre at Christie Conservation Area, Trustee Bert Allen said adequate supervision is needed for safety reasons in such large areas.

After the meeting, Education Director Arnold Krever said the staff reduction was part of the board's reorganization, and should not result in fewer outdoor education trips for students.

"The classroom teachers will be taking a more active part in the activities, which we think is good," Mr. Krever explained.

PLEASE POST

OFFICE OF THE SUPERINTENDENT OF CURRICULUM AND SPECIAL SERVICES

The Education Centre, Hamilton 1988 06 10

Applications are invited from members of the permanent teaching staff of the Board of Education for the City of Hamilton, including teachers in positions of responsibility, for a

SPECIAL ASSIGNMENT

Tasks:

Outdoor Education Review
Under the Supervision of the Superintendent of Curriculum and Special Services through the Assistant Superintendent of Curriculum:

1. to provide support for teachers who wish to use the facilities at Christie Conservation Area
2. to develop a long range plan, in consultation with a system review committee, for out of class experiences and field study in new OS:IS curriculum grades 7-O.A.C.
3. to prepare an inventory of current sites, resources and programs that exist in the Hamilton area

Responsible to:

The Superintendent of Curriculum and Special Services through the Assistant Superintendent of Curriculum.

Date and Conditions of Appointment:

1988 09 01 - 1989 06 30
Salary and working conditions will be subject to the terms of the collective agreement with the appropriate elementary or secondary teachers' federation.

Applications:

Applications should be forwarded by noon of ***June 24, 1988*** to the following:

Mr. Peter Beveridge
Superintendent of Curriculum and
Special Services (Designate)
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario L8N 3L1

Decision Process:

The Superintendent/Assistant Superintendents of Curriculum, Special Services will use the following criteria for selection:
•attached role description
•record of success at similar tasks
•demonstrated interest in and understanding of the task
•recommendation of principal and/or co-ordinator
This process does not necessarily include an interview

Note:

1. Please submit the following in your application:
   •a 1 page statement outlining how you would approach the task(s)
   •a brief letter stating how your experience and qualifications have prepared you for the assignment
2. For further information, please contact Gail Rappolt, Assistant Superintendent of Curriculum.

APPENDIX III

Summary of Activities
Special Assignment Teacher (Outdoor Education)
September to December 1988

A.. Christie Outdoor Centre

- day to day operation of the centre
- travel assignment for classes
- teaching & facilitating programmes for teachers
- budget for total Outdoor Education programme
- inventory & equipment loans
- review of trip applications
- attendance at teacher meetings

B. Data Gathering

- interviews with teachers, co-ordinator's, superintendents
- interviews with outdoor educators
- interviews and sharing with HRCA and RBG
- visits to outdoor education facilities in other jurisdictions
- professional reading

C Professional Development

- Project Adventure conference in the development and safety of Ropes Courses and the development of co-operative group dynamics through challenge
- Council of Outdoor Educators of Ontario annual professional development conference
- Crossing the Boundaries-a symposium to create better understanding and co-operation between environmentally-linked interest groups
- Developing and Writing Effective Proposals- a one day seminar presented by the Ontario Council for Leadership in Educational Administration
- Middle School Professional Activity Day
- Ontario Physical and Health Education Association - Niagara Region Professional Activity Day
- Hamilton-Wentworth-Halton symposium of Outdoor Educators to share information on programs and facilities.

D. Please find etched a series of letters indicating:

- the type of review being conducted with each subject co-ordinator (Appendix IV)
- the service being offered to schools-(Appendix VI)

APPENDIX IV

PART A

STATISTICAL INFORMATION FOR THE PERIOD

SEPTEMBER - DECEMBER 1987, 1988

	GLEN ROAD		CHRISTIE		
	Class Visits				Student Visits
	1987	1988	1987	1988	1988
September	17	26	27	28	594
October	38	42	32	23	587
November	39	42	33	6	140
December	11	11	-	-	-
Totals	105	121	92	57	1321

Usage of Christie Conservation Area by Subject

Curriculum Area	Grade	No. Classes
Art	6	1
Art	8	3
Art	S.S.	13
Math	9	1
P.E.	8	1
P.E.	12	1
Science	9	2
Science	10	29
Spec. Ed	-	6
		57

... /2

PART B

ADDITIONAL SERVICES

- CHRISTIE 1988 -

1. Equipment Loans:

   - 6 schools have taken advantage of equipment loans to facilitate school-centred out-of-school programmes

2. Numerous trips out-of-school have been reviewed and given approval. This approval ensures effective planning, learning and safety precaution.

3. Middle-School Orienteering Programme

   Jack Lee has co-ordinated orienteering events on two occasions.

   Statistics are as follows:

Event 1	Gage Park	3 schools	90 students
Event 2	Churchill Park	3 schools	120 students

PART C

ADDITIONAL INFORMATION

Inner city schools have had equal opportunity of access and in some cases have had special encouragement to use the outdoor centres.

Dave Brown, teacher at the Glen Road Centre has worked with Donna Quigley, Area Supervisor of Area II, to ensure that inner city schools had access to cancellations at Glen Road whenever possible.

October 24, 1988

Dear

I would like to meet with you at your earliest convenience to discuss your specific subject area and the use of Christie Outdoor Education Centre.

As you are aware there have been changes in the Outdoor Education format for this school year. I would like to discuss:

- How and where outdoor settings fit best into your curriculum.
- How best to communicate with your specialist teacher groups 6 - 13 (0AC).
- How best to generate and receive new ideas for using Outdoor Education in your curriculum area (i.e. ideas that would utilize facilities anywhere in the Hamilton-Wentworth Region).
- Ideas for utilizing Christie Outdoor Centre for the remainder of 1988.

Please allow time for a 30-minute meeting. For your convenience just tear off the bottom of this letter and return it to Jack Lee, c/o Outdoor Education, 2nd Floor, Education Centre.

Thank you,

Jack Lee

Jack Lee
Outdoor Education

I can meet with you at the following time. If this time is not convenient please indicate another date and time.

Date _____ Time _____ OK _____

Other _____

Middle School Principals

Outdoor Education

Greetings from the field.

My name is Jack Lee and I am extending an invitation to you, your students and staff to take part in an outdoor education experience during the months of November and December.

Yes, our classrooms and washrooms are heated. Each of the two classrooms can seat up to 40 students.

We are open to all subject areas and special education situations. Transportation will be arranged and paid for -- no fuss, no hassle.

I am available at Christie 627-1453 to assist teachers in planning and carrying out their programs. If schools or individual teachers have special themes they wish to work on which might involve the Christie Crooks' Hollow or Spencer Creek area please call to see what can be worked out. If not pre-booked for student use the Christie Centre is also available as a unique professional activity day setting.

If you or staff members wish to arrange a booking please call or fill out the attached request form and send it to Jack Lee c/o Outdoor Education, Education Centre.

School _____ Teacher in Charge _____

Curriculum Area and/or Theme:

Preferred Date: _____

Best time of day to receive call-backs to make arrangements:

_____

Notes:

MEMO

1988 12 02

TO: Middle School Principals

FROM: Jack Lee, Outdoor Education

Re: Booking Dates

Greetings of the season!

Please distribute the enclosed material to all of the teachers in your Middle School. Encourage them to consider not only subject-specific outings but also integrated programs and advisor-advisee team sessions.

Thank you for your support.

Jack Lee

Jack Lee

JL:jat
Encl.

An Open Letter to Teachers:

Help yourself and your students to not only a break in the regular teaching routine, but an opportunity to discover more about your students and to facilitate their learning in a new medium. In the 1988-89 school year, the mode of operation at Christie is quite open-ended. That is to say programs can be negotiated and tailored to meet the perceived needs of your students. You, the teacher at the school, may take the role of key teacher or support teacher in the program depending on the focus chosen.

Physically the Centre can accommodate up to 60 students at one time. If the chosen program requires the on-site person, myself, to be the key teacher, then 30 or a normal class is the limit. Even these terms may be negotiated, however, given sufficient advance warning.

Once you have confirmed a date or dates, transportation will be arranged for you. Multiple dates in various combinations are a definite possibility. Full days are preferable to half days. Avoid delay, book today! Call or write:

Jack Lee
Christie Outdoor Education Centre
c/o Education Centre, 2nd Floor

Phones: Christie 627-1453
Education Centre 527-5092 ext. 364

Yours in the Outdoors,

Jack Lee

School _____ Class Levels _____

Teachers in charge _____ _____

Other Adults _____

Full Day ____ Half Day _____

Preferred Dates _____ Alternate Dates _____

Type of Program _____

_____

An Invitation to Outdoor Education

An Open Letter to Students:

Christie Outdoor Education Centre, and its resident teacher Mr. Jack Lee, invite you and your schoolmates to come out and enjoy our facilities. We are open for business every school day and welcome company! We are a school but our location in the wide-open spaces of Christie Conservation Area, by the lake, make us quite a bit different than your own school. Talk to your teacher, your principal, and any other adult who might like to help with your class. Help them organize a trip to Christie. It will be an interesting day, unlike any other in your school year.

I'll be seeing you in the outdoors!

Your Outdoor Education Teacher,

Mr. Jack Lee

JL:mm

The Hamilton Board of Education,
P.O. Box 2558,
Hamilton, Ontario,
L8N 3L1,
1988 12 21.

To the Chairman and Members,
The Development Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

On December 12, 1988, Frank Kelly, Superintendent of Schools for Area 2 and Rick Binns, Superintendent of Schools for Area 3, reported to the Secondary School Study Committee on behalf of the sub-committee dealing with the relocation of the Albion students.

It was the opinion of the Secondary School Study Committee that there was neither sufficient time nor information available to permit the Committee to make a recommendation to the January meeting of the Development Committee regarding the relocation of the Albion students. Consideration of the various options will be continued at the January 6, 1989 meeting of the Secondary School Study Committee.

At the meeting of January 6, 1989, Mr. Binns will also report on meetings which he has held with the Albion students and the parents of Albion students subsequent to the Secondary School Study Committee meeting of December 12, 1988. Mr. Orlando will also report on the timelines required to effect the various options.

It is the intention of the Secondary School Study Committee to submit a recommendation to the Development Committee in February, with respect to the relocation of the Albion students.

Prepared and Submitted by: A. L. Stockwell, Associate Director of Education
Approved by: K. A. Rielly, Director of Education and Secretary

The Chairman & Members
Development Committee
The Board of Education for the
City of Hamilton

Ladies & Gentlemen:

UPDATE - PILOT PROGRAM IN NATIVE LANGUAGES (MOHAWK)

Recommendation: That this report be received for information.

BACKGROUND

In April, 1988, the Board of Education for the City of Hamilton approved a recommendation to implement a program in native languages (Mohawk) on a pilot basis starting in September, 1989.

PROGRESS

- Meetings were held in May, June, September and October with Ministry of Education personnel regarding program and materials.
- A budget request for 1989 was submitted based upon the assumption that there would be sufficient interest in this program to require one fulltime teacher.
- A meeting was held in November with representatives from the native peoples' organizations in the city to discuss possible locations for the pilot program and a process for determining the actual demand for the program.
- In mid-December an information letter and an "Intent to Register" form were sent home with all elementary students and copies were made available to secondary students. Additional forms were provided to the Hamilton Region Indian Centre for distribution. The completed forms are to be returned to Research Services during the week of January 9th. See Appendix A.

FUTURE ACTION

A full report with recommendations will be brought to the Board once the results of the "Intent to Register" form have been analyzed and there is an accurate indication of expected enrolment and accommodation needs.

Prepared by : J. Hill, Co-ordinator of Languages

Submitted by: G. Rappolt, Assistant Superintendent of Curriculum

Approved by : K. A. Rielly, Director of Education

The Board of Education for the City of Hamilton

OFFICE OF THE
Superintendent of Curriculum and
Special & Educational Services

MAILING ADDRESS
P.O. BOX 2558
HAMILTON, ONT.
L8N 3L1

100 MAIN STREET WEST
HAMILTON, ONTARIO
TELEPHONE (416) 527-5092
FAX 521-2536

1988 12 05

Dear Parents:

RE: PROGRAM IN NATIVE LANGUAGES (MOHAWK)

The Hamilton Board of Education is planning to provide instruction to students interested in a native language program (MOHAWK) beginning in September, 1989. This program will be provided during the school day and may be taken by native as well as non-native students.

The initial phase of the pilot program will provide 40 minutes of daily instruction in Mohawk as a second language for students who will be in Grades 1, 2, 3, 4 and 5 as of September, 1989. It is intended that a Grade 6 to 8 program will be added in future years and that students who start the elementary program will have the opportunity to continue their program at the secondary level.

If there is sufficient enrolment, the Board intends to provide the Mohawk language program at two locations in 1989-90:

AREA 3	Hillsdale School Corner of Melvin and Eastwood Streets

AREA 2	*one of*	[Queen Mary School] [1292 Cannon Street East]	*The information provided on the "Intent to Register" form will help determine which school is selected for the Mohawk Program in Area 2.*
	or	[Adelaide Hoodless School] [71 Maplewood Avenue]	

It is expected that students who wish to take the native studies program will become full time students in the school where the program is provided.

If you wish to have your child(ren) take part in the program, please complete the attached form "Intent to Register" and return it to your child(ren)'s school for forwarding to the Research Services Department at the Education Centre. If you prefer, you may mail your completed questionnaire to the Research Services Department at the above address. Completed questionnaires should reach the Research Department by January 9, 1989. You will be contacted early in 1989 with additional information.

Yours truly,

Peter S. Beveridge

Peter S. Beveridge
Superintendent of Curriculum and
Special & Educational Services

/ae

Encl.

The Board of Education for The City of Hamilton

INTENT TO REGISTER

NATIVE LANGUAGE PROGRAM (MOHAWK)

Please complete this questionnaire only if you wish to have your child(ren) participate in a Mohawk language program at the primary level (Grades 1, 2, 3) or junior level (Grades 4, 5) as of September, 1989.

Question 1: Please complete the following:

YOUR NAME: _____ PHONE NUMBER: _____

ADDRESS: _____

POSTAL CODE: _____

Question 2: Please provide the names, present grades and schools for your children whom you wish to enrol in the MOHAWK language program:

	NAME	PRESENT GRADE (1988-1989)	PRESENT SCHOOL
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Question 3: Please check the location of the program which would be most convenient to you.f

- ○ Hillsdale
- ○ Queen Mary
- ○ Adelaide Hoodless

1989 01 05

Chairman & Members of the Development Committee
Board of Education for the City of Hamilton
Ladies and Gentlemen:
UPDATE: I. B. M. - Microcomputer Music Project

Recommendation : that the report be received for information

BACKGROUND:

- The plans for this project have been underway for some time and the pilot project was approved by a motion of the board in November 1987. (see appendix 1) The comments from the board meeting, explaining the background to the project are attached. (see appendix 2)

PROGRESS:

- The machines were to be in the school early in 1988, however, the time line for introducing, conducting and evaluating this project has been extended by agreement between the Music Co-ordinator and representatives of I. B. M. The original plan was delayed until an agreement was signed by both parties in late August 1988.

- At no cost to the Board, I. B. M. has supplied four (not three as originally intended) sets of equipment. We are using a fifth computer which was the property of the Board.

- The five locations and the supervisory teachers are:

CHEDOKE, Mr. Paul Barber
BARTON, Mrs. Judy Cole
SCOTT PARK, Mr. Rob McGall
WESTDALE, Mr. Russ Weil
WESTMOUNT, Miss Linda Brown

- The equipment was delivered to schools in September.

- Three in-service training sessions have been completed and the teachers have familiarized themselves with the equipment between September and December.

FUTURE ACTION:

- Students will begin working with the software in semester II (February 1989).

- It is expected that bi-monthly progress statements will be made to Mr. P. Beveridge beginning early in 1989.

- A interim report will be made to the Development Committee in July 1989.

- A final report will be made in February 1990, with recommendations for future purchase if the assessment of the material is positive.

Prepared by: Glen Mallory
Co-ordinator of Music
Submitted by: Gail Rappolt
Assistant Superintendent of Curriculum
Approved by: K. A. Rielly
Director of Education

Appendix I

1987 11 05

To Chairman & Members
Development Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: I.B.M. PROPOSAL: COMPUTER - ASSISTED INSTRUCTION - MUSIC

Rationale:

I.B.M. has approached the Hamilton Board of Education with a proposal to field test their computer systems in three schools for a period of 12 months at no expense to the Board.

Curricular Rationale:

1. The Ministry of Education, in Policy/Program Memorandum No. 91, strongly supports the efforts of educators to integrate computer technology into the Ontario curriculum (see Appendix 1).

2. In Directions 1987-88, as issued by the Board of Education for the City of Hamilton, the following priority appears on page 4: Microcomputers (All Schools) - Work to integrate microcomputers throughout the curriculum so that they can be used meaningfully with every class within your school.

3. This program may have possibilities for individualized skill development in keyboarding, performance, listening, theory and composing, for beginning students right up to the most talented students.

4. OSIS is requiring a larger component of the music program to be devoted to developing creativity. This program could be of great assistance in this pursuit.

5. There is a direct link with one software package and textbooks already being used in the keyboarding classes.

6. The Supervisor of Music and an advisory committee are presently working with the Computer Studies Department in setting directions for computerized music in Hamilton.

Proposed Details

Costs:
A written contract will ensure that there is no direct cost to the Hamilton Board of Education for these systems from IBM and there is no obligation to continue with the program after the 12 month period expires.

Insurance

IBM will insure computers on loan.

Security

Security for this equipment will be within the guidelines of the Board. (See Appendix 2).

Scope

Three workstations consisting of a keyboard, a computer and a printer would be placed in Chedoke, Westmount and Scott Park schools as soon as possible, with a junior school in future months also being involved using a relocated system.

Programs

The Programs which seem to be of most benefit to our students in music programmes are the following:

Alfred's Basic Piano Theory - Basic Piano and theory taught to beginner students via games and drills.

Compose - Allows composition, display and printing of music in standard music notation. Compositions may be edited, printed or replayed as desired.

Personal Composer - A complete music processing system. 32-track MIDI recorder/event editor transcribes notation and formats for printing or typesetting. MIDI keyboard required.

PlayRec - Record from a MIDI music keyboard (required) along with an automatically generated accompaniment or record up to 16 independent tracks of music from the MIDI keyboard.

Practical Music Theory Software - A sequential approach to the teaching of music theory. Develops knowledge necessary to write your own music.

RhythmMaster - Instruction in timing, role naming and ear training. A game that generates a musical phrase for the user to accurately repeat. MIDI keyboard required.

Students on an individual basis will be able to practise skills and to exercise their own powers of creativity as they interact with these programs.

Evaluation -

An evaluation instrument is presently under development.

Recommendation

THAT THE DEVELOPMENT COMMITTEE OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON GIVE APPROVAL FOR PILOT TESTING IBM EQUIPMENT AND SOFTWARE AS OUTLINED ABOVE ON A ONE YEAR TRIAL BASIS, WITH A REPORT TO THE BOARD NO LATER THAN JANUARY, 1989.

Prepared by: D. McIsaac, Administrative Assistant
G. Mallory, Music Supervisor

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

/md

A G E N D A

DEVELOPMENT COMMITTEE

1989 02 02

Confirmation of the minutes of the last meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Secondary School Study Report.

NEW BUSINESS:

1. Presentation from the Albion Vocational School Parents' Committee re: Albion School.

2. Report re: Race Relations Projects: A Financial Overview - **PAGE 1.**

3. Report from the Officials re: Drama Review - **PAGES 2 - 5.**

4. Report re: Update - Re-organization - Superintendent of Finance
   Superintendent of Schools,
   French As A First Language

100 Main Street West
HAMILTON, Ontario L8N 3L1
1989 02 02

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

RACE RELATIONS PROJECTS
a Financial Overview

A report on Race Relations was received for information by the Personnel & Organization Committee, 1988 12 08. Pursuant to this report, officials have applied to the Ontario Human Rights Commission, for a three-part grant, contingent upon Board approval.

It is understood that $500,000 has been made available across Ontario for such projects. A decision from the Human Rights Commission is expected around mid-February, 1989.

IT IS RECOMMENDED THAT:

The Board approve an application to the Ontario Human Rights Commission for a three part Race Relations grant consisting of:

	Project Cost	Potential Grant	Board Cost
Project A - Training Course	12,500	10,000 (80%)	2,500 (20%)
Project B - Policy Development	64,900	35,000 (54%)	29,900 (46%)
Project C - Curriculum Review	70,160	35,000 (50%)	35,160 (50%)
	$147,560	$80,000 (54%)	$67,560 (46%)

Prepared by: John E. Paterson
Senior Accounting Analyst

Submitted by: Paul E. Shewfelt
Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly
Director of Education and Secretary

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 02 02

To the Chairman and Members
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen

Re: Special Assignment: Drama

The Special Assignment in Drama, 1988-89, involves:

under the supervision of the Assistant Superintendent of Curriculum and in collaboration with the Drama Steering Committee (CRDI),

- reviewing, revising and developing, where necessary, Dramatic Arts subject-discreet courses of study grades 7-OAC in accordance with the CRDI model and the Board's Drama Continuum.
- developing and introducing an implementation plan for the Drama Continuum grades 7-OAC in accordance with the CRDI model.
- promoting the use of drama as an instructional (teaching) strategy in selected subjects/courses/units grades 6-OAC.

In September, a Review Team was formed and the Review instruments and process formulated. The Review has now been conducted, and the Special Assignment Teacher is currently processing the results and preparing a draft report. The final Review report and recommendations should be completed by March 1989.

Other activities the Special Assignment Teacher has been involved in thus far include:

- preparing a draft drama budget for the System
- consulting with various individuals and groups such as the Area Supervisors, the Race Relations Committee, Area Consultants and Coordinators
- writing, revising and updating the Drama Continuum and Levels of Use Charts
- previewing, preparing and distributing support materials for drama teachers, and teachers using drama as an instructional strategy

- exploring and planning with various Coordinators the preparation of cross-curriculum units integrating drama
- planning a design model for future drama curriculum development
- providing consultative services for middle, vocational and composite Dramatic Arts teachers across the System
- planning and conducting drama in-service sessions, JK-OAC

Given the dual nature of drama in education i.e.: a subject in its own right 7-OAC and a cross-curriculum teaching strategy JK-OAC, there is much curriculum planning, development and implementation yet to be done. It is hoped that the Review and the preparation of a long-range development and implementation plan this year will provide the Curriculum Department, Senior Officials and the Development Committee with recommendations suggesting future directions for drama in education throughout the Hamilton System.

RECOMMENDATION

That this report be received for information.

Prepared by: Bill Manson
Special Assignment Teacher: Drama

Submitted by: Gail Rappolt
Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly
Director of Education and Secretary

DRAMA IN EDUCATION

A **PROCESS**

WITHIN WHICH

STUDENTS UNDERTAKE THE **EXPLORATION**

OF

THEMSELVES AND OTHERS

IN THE PAST PRESENT FUTURE

BY BECOMING **ROLES** IN LIVING SITUATIONS

THIS EXPLORATORY PROCESS

FOSTERS

PERSONAL GROWTH AND DEVELOPMENT

WHY ARE DRAMA  THEATRE  DIFFERENT?

(or why drama in education is not "putting on a play")

	DRAMA	THEATRE
1.	originates with a Greek verb: "to do", "to act upon", "to be involved in"	originates with a Greek noun: "a place for seeing", "what is seen"
2.	involves one in the exploration of oneself and others	involves one in the representation of others
3.	needs no audience	needs an audience
4.	means "being" in another time or place	means "pretending" in another time or place
5.	asks "what if ..."	answers "what if ..."
6.	is experiencing for oneself	is communicating to others
7.	means doing for oneself	means performing for others
8.	involves living a role	involves playing a role
9.	reflects on personal experience	reflects on others' experiences
10.	is "creating" the play	is "putting' on the play
11.	involves process as an end	involves product as an end
12.	involves suspending disbelief	involves making others believe

DRAMA IN EDUCATION

provides a means of personal growth and development
as well as
a technique of teaching and learning

A32

A G E N D A

SPECIAL MEETING OF THE DEVELOPMENT COMMITTEE

1989 02 14

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of the Officials Re: Transfer of Albion Students - **see attached**

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 02 14

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: Transfer of Albion Students

At the Development Committee meeting of 1989 02 02, it was moved that the recommendation from the Secondary School Study Committee, **"That Albion students be placed in co-educational facilities at Briarwood and Parkview Schools for January 1990"** be **"referred to staff for consideration and input and come back to trustees as soon as possible at a Special Development Committee called for that purpose"**.

In light of the direction from Trustees and with a full understanding of the options that have been considered by the committees concerned, the officials have met and thoroughly analyzed all aspects of this most important system issue.

Our prime focus has been on student program and program delivery for all secondary students at the basic, general and advanced levels. In our deliberations we have been mindful of societal directions both nationally and provincially with respect to integration and normalization of students. To this end we have considered the concerns of parents and educators in our own community as well as the submissions to the Select Committee on Education.

In order to plan and make the appropriate arrangements to address the range of future needs of our secondary school students, we will need time to consult with parents, trustees, teachers and our curriculum staff. In addition, we must seek advice and direction from our business community as well as other boards of education who are evolving through a similar process to accomplish the same educational goals for secondary school students.

It is therefore recommended that:

1. **present and potential Albion students be accommodated in September 1989, at Parkview Vocational Secondary School or other vocational schools that are able to provide their program needs.**

It is understood that these students would receive individual counselling through their present school in order to explore various future program possibilities.

2. **a co-educational program, integrated with the composite secondary school at Delta, be established in September 1990.**

3. **the Secondary School Study Committee begin immediately to address the future program needs of secondary school students that will enable us to move toward our Mission -- providing quality education for all children and adults in our community, to enable them to enjoy life as creative, contributing, responsible members of society.**

Prepared and submitted by: K. A. Rielly,
Director of Education and Secretary.

Approved by: Senior Management

-as

POSITIVES AND NEGATIVES OF MOVE TO EACH PROPOSED SCHOOL

□□ COMPARATIVE ASPECTS OF ALBION MOVING TO :

PARKVIEW	BRIARWOOD	DELTA
• space available	• limited space	• space available
• similar shops	• lacking many shops for boys	• some similar shops - others to be added
• economy	• expense if addition	• some expense
• 200,000 or less	• potential 1,350,000	• 400,000 to start - more to add shops
• develop co-ed	• develop co-ed	• co-ed facility
• similar to Albion	• change of program	• major change
• segregation	• segregation	• integration
• small size (400)	• 400	• 1200 when co-ed
• staff ready	• need to in-service staff	• staff unprepared
• staff accepting	• staff concerned	• staff reacting now
• double move ?	• double move ?	• single move
• parents against	• parents against	• parents in favour
• students against	• students against	• students in favour
• same program	• limited program	• limited program
• similar staff contract	• similar staff contract	• different contract
• equipped for special students		• changes needed

SHOPS AVAILABLE IN SCHOOLS CONSIDERED AS OPTIONS FOR ALBION

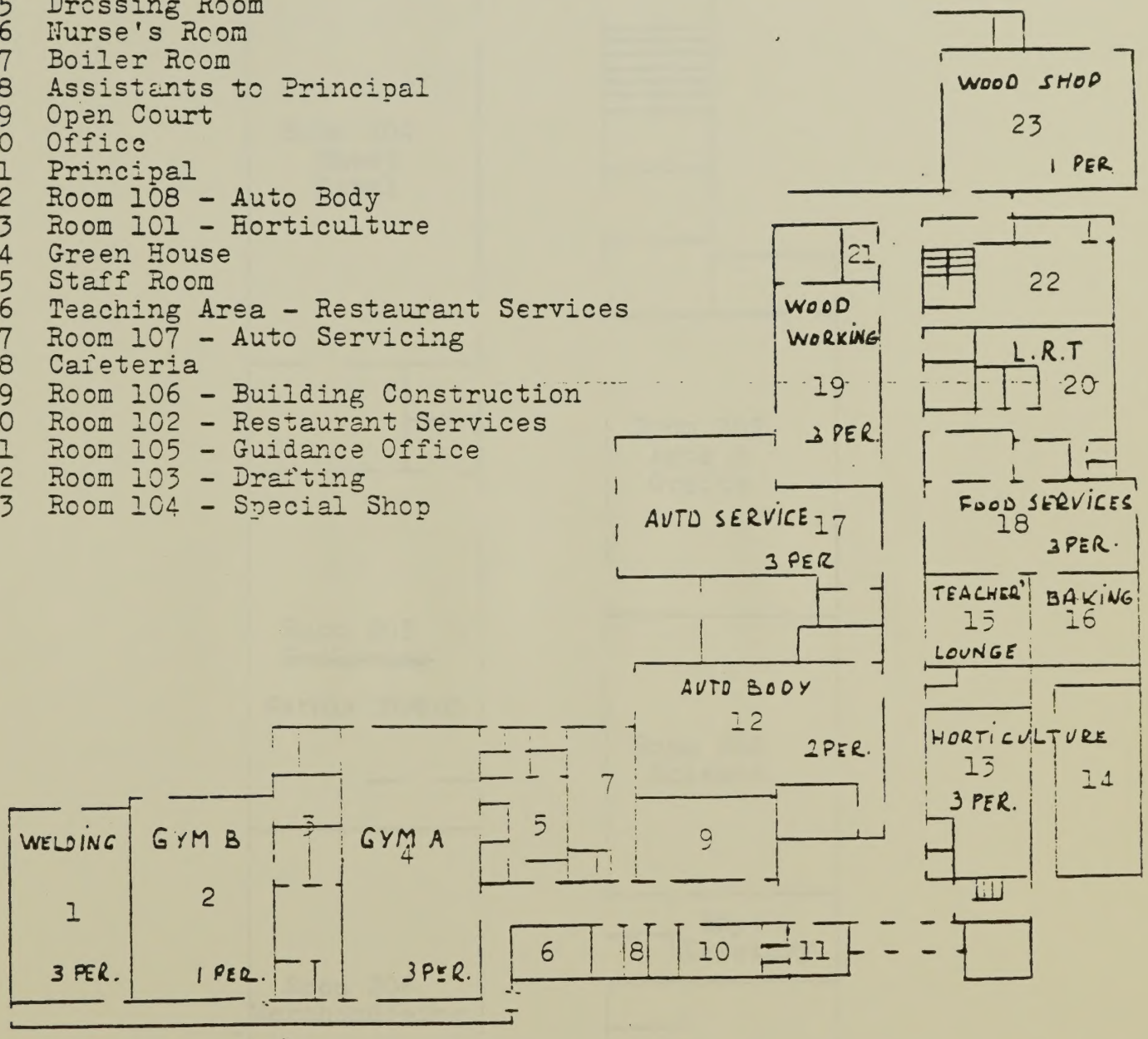
SHOP	ALBION	BRIARWOOD	PARKVIEW	DELTA
Merchandising	yes	yes	yes	add?
Auto service	yes	no(add)	yes	yes
Auto mechanics	yes	no	no	no
Auto body	yes	no	yes	no
Welding	yes	no(add)	yes	add?
Art	yes	yes	yes	yes
Horticulture	yes	yes	yes	no
Sheet metal	yes	no(add)	yes	add
Wood	yes	no	yes	yes
Quantity cooking	yes	yes	yes	no
Hairdressing	no	yes	add	add?
Cosmetology	no	yes	add	add?
Electrical	no	no	yes	yes
Floriculture	no	yes	no	no
Small engines	yes	no(add)	yes	add?
Health care	no	yes	no	no

PARKVIEW FLOOR LAYOUT

FIRST FLOOR

LEGEND:

1 Room 109 - Welding
2 Gym B
3 Dressing Room
4 Gym A
5 Dressing Room
6 Nurse's Room
7 Boiler Room
8 Assistants to Principal
9 Open Court
10 Office
11 Principal
12 Room 108 - Auto Body
13 Room 101 - Horticulture
14 Green House
15 Staff Room
16 Teaching Area - Restaurant Services
17 Room 107 - Auto Servicing
18 Cafeteria
19 Room 106 - Building Construction
20 Room 102 - Restaurant Services
21 Room 105 - Guidance Office
22 Room 103 - Drafting
23 Room 104 - Special Shop



TOTAL # OF TEACHING AREAS = 28 x 3 PERIODS PER DAY = 84 PERIODS

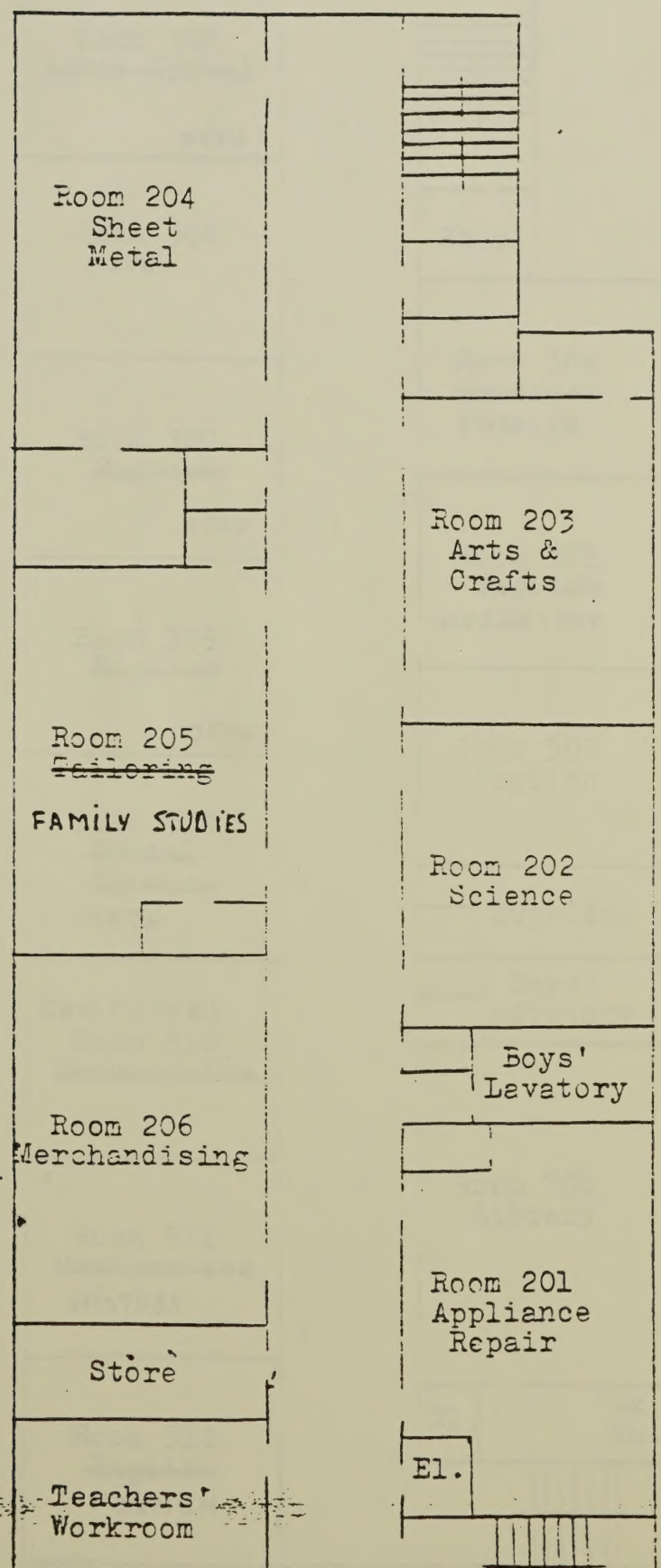
PERIODS AVAILABLE ON A 3 PERIOD DAY FOR ALL ROOMS = 23 PERIODS

" " " " 4 PERIOD DAY " " " = 50 PERIODS

NOT INCLUDING L.R.T. . LIBRARY ROOMS

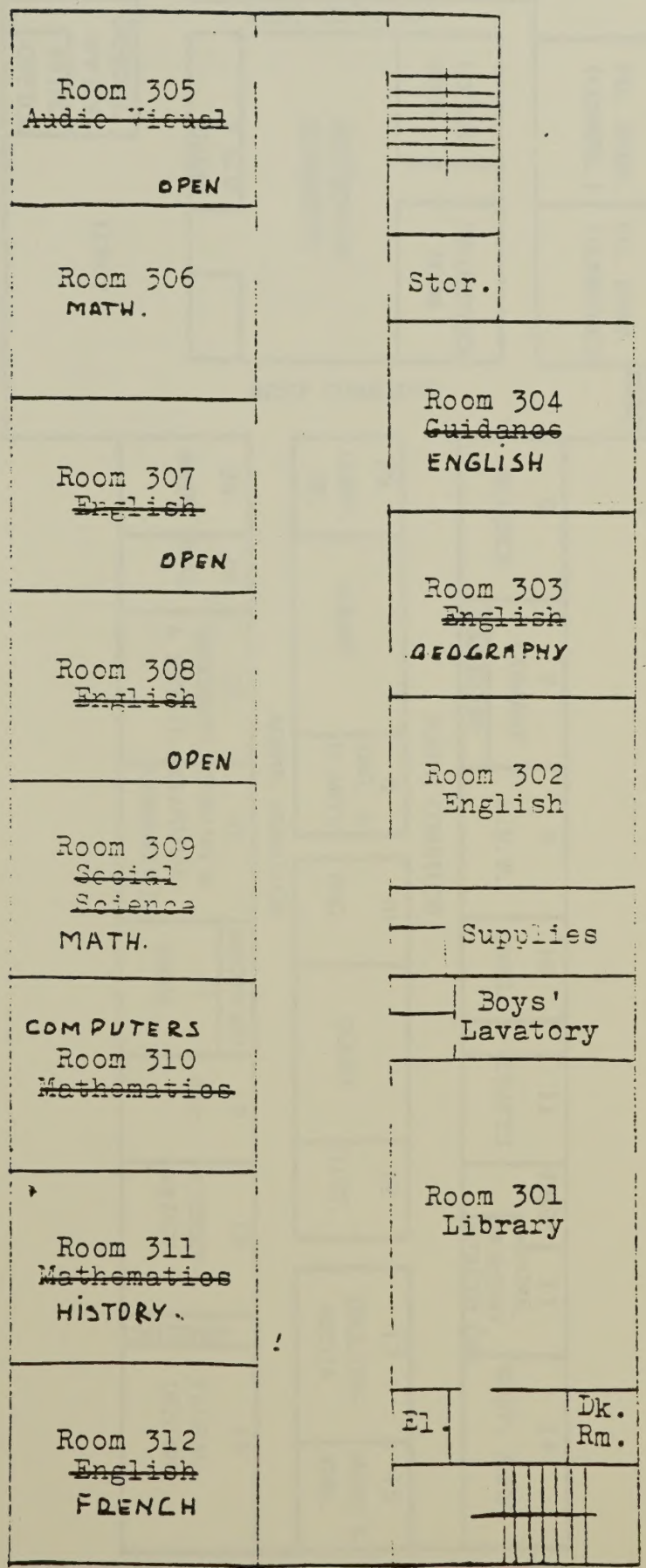
PARKVIEW FLOOR LAYOUT

SECOND FLOOR



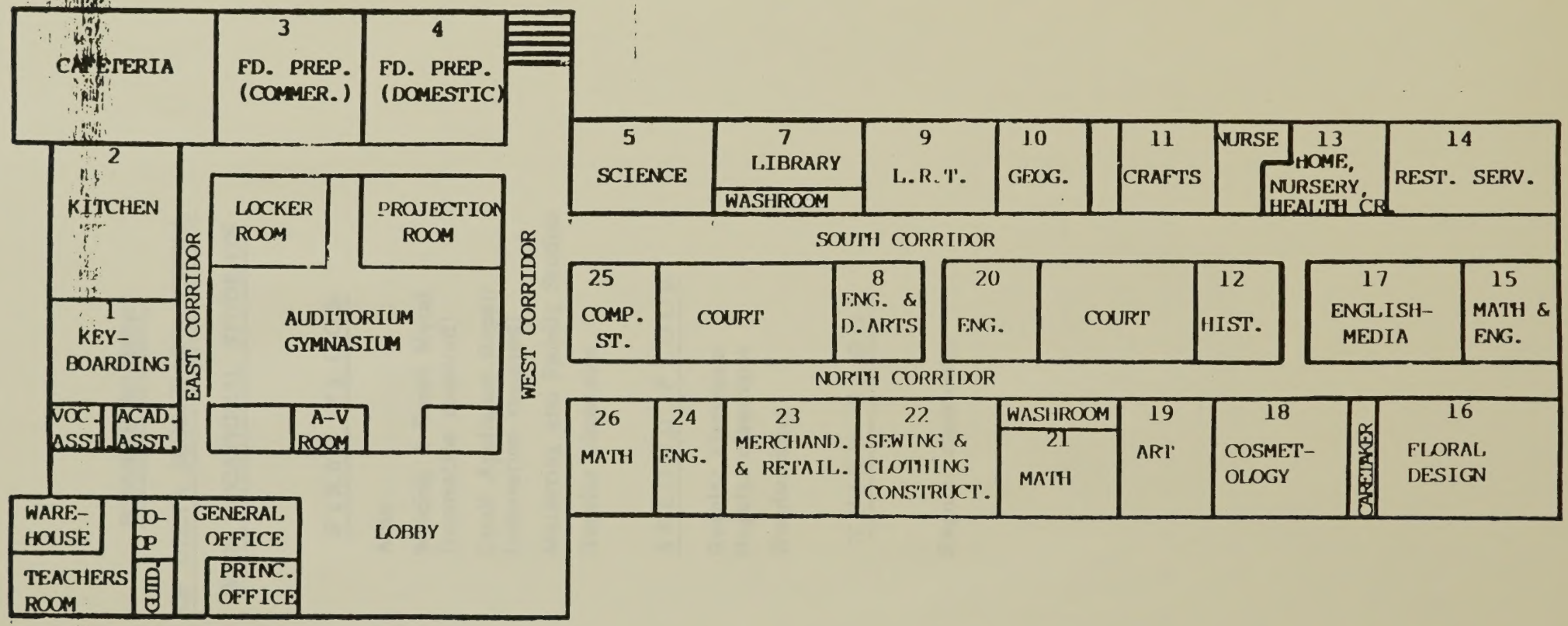
PARKVIEW FLOOR LAYOUT

THIRD FLOOR



BRIARWOOD SECONDARY SCHOOL

FLOOR PLAN



POSSIBLE SHARING

OF DELTA SECONDARY SCHOOL

WITH VOCATIONAL STUDENTS

FIRST FLOOR

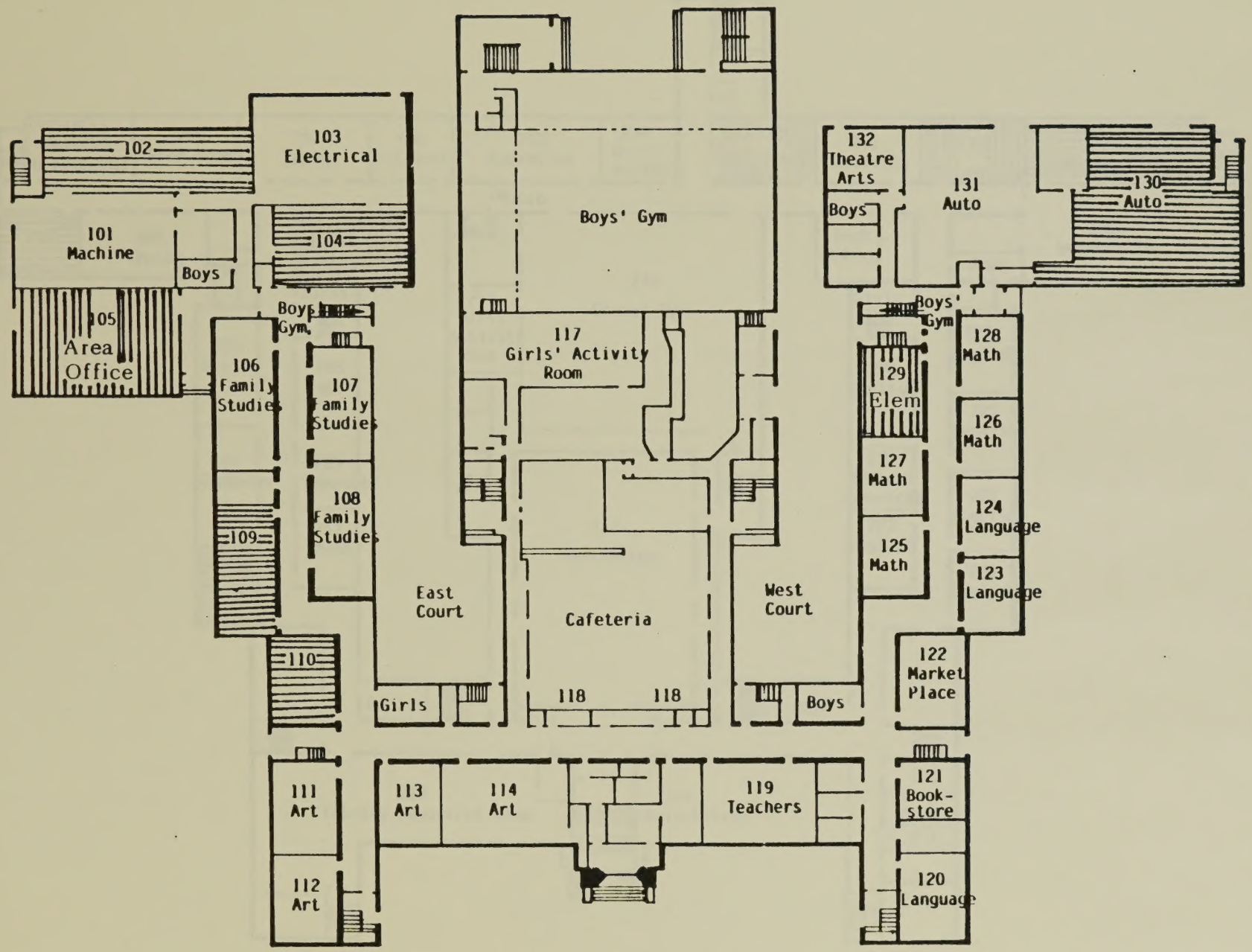
Room 130	Auto
Room 102	Welding & Sheet Metal (renovation required)
Room 104	Small Appliance Repair (renovation required)
Room 109	Marketing and Family Studies
Room 110	Regular classroom

SECOND FLOOR

Rooms 202	Regular classroom
212	Regular classroom
Room 229	Woodworking

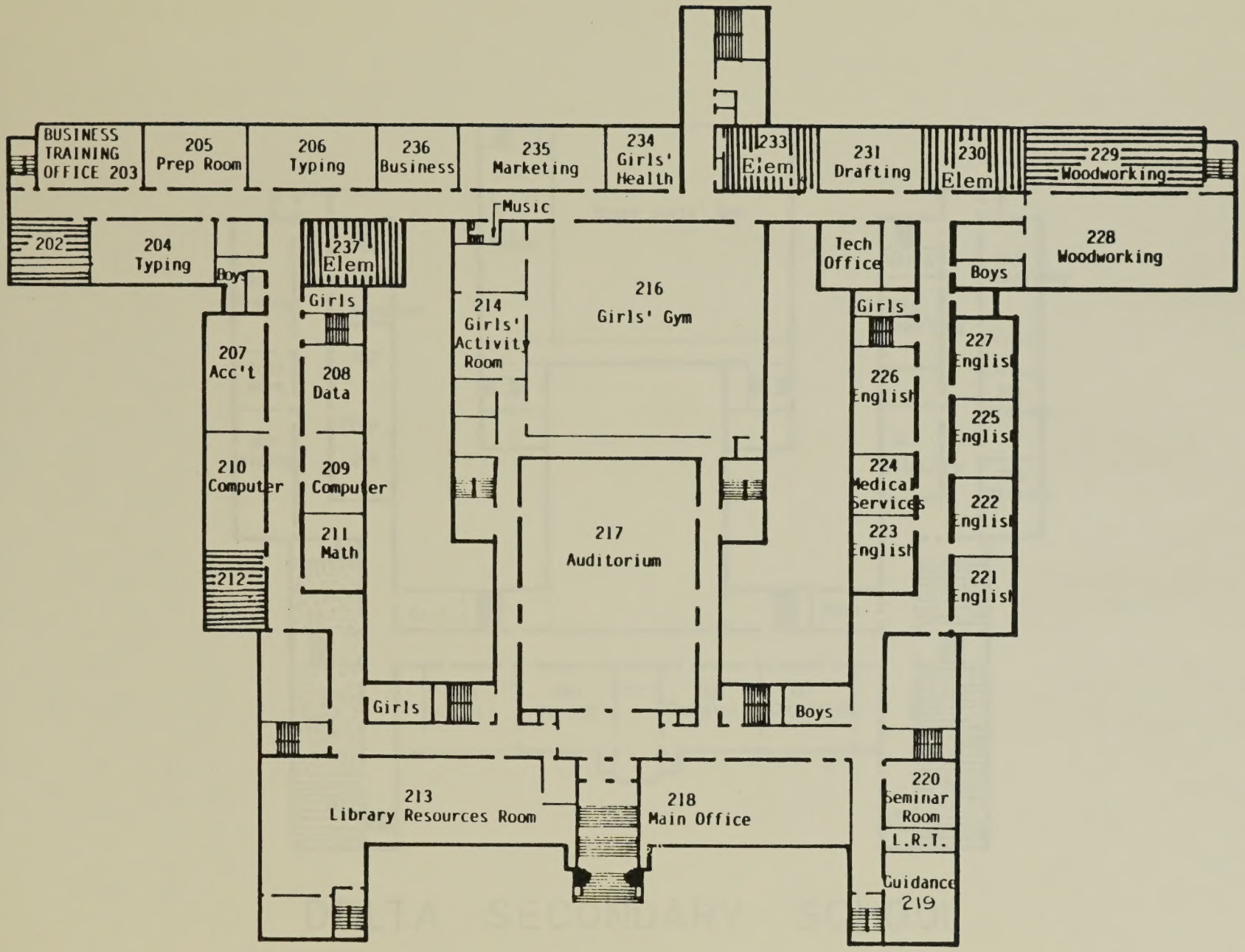
THIRD FLOOR

Rooms 307, 312, 313, 314	Regular classrooms



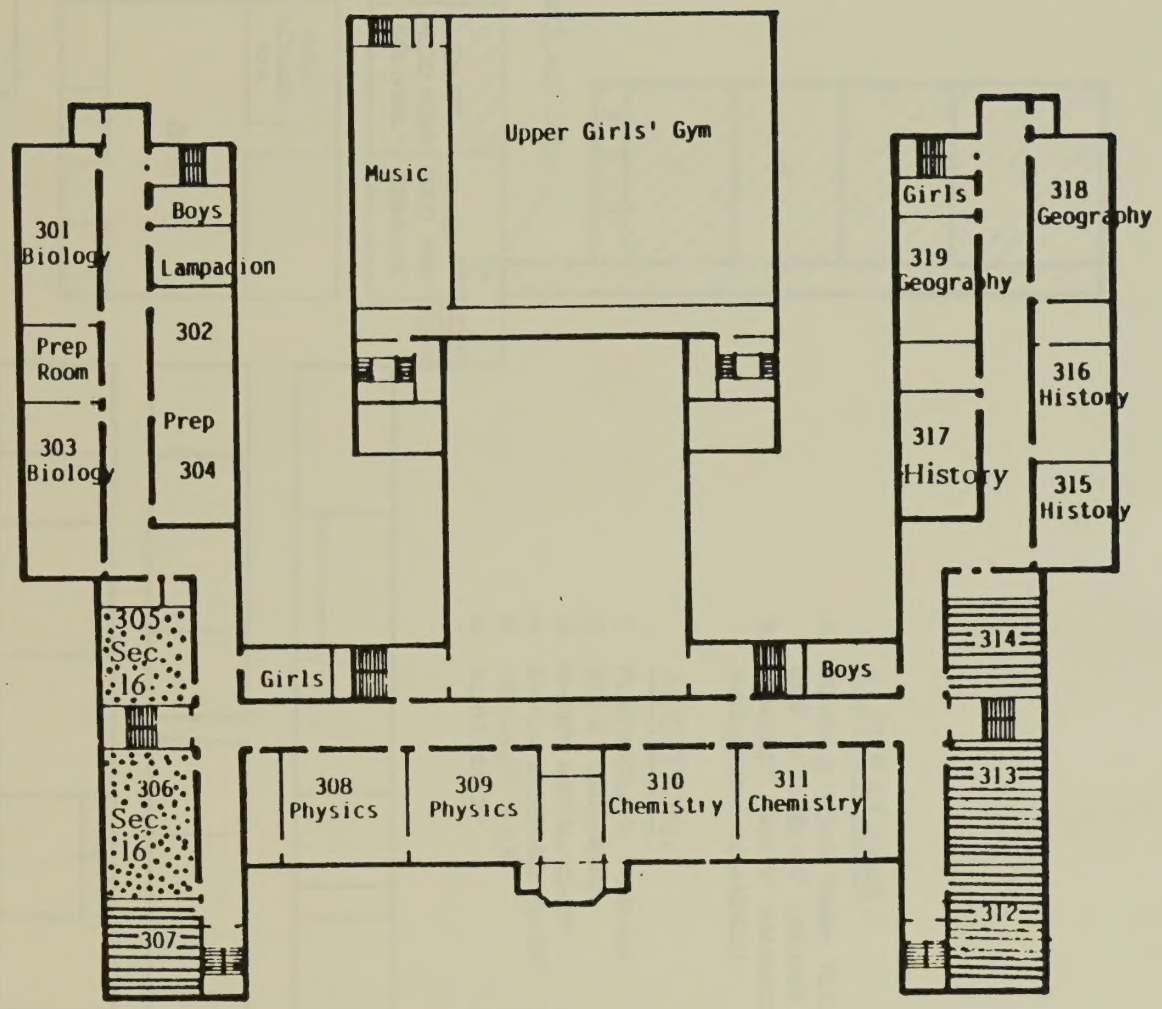
DELTA SECONDARY SCHOOL

FIRST FLOOR PLAN



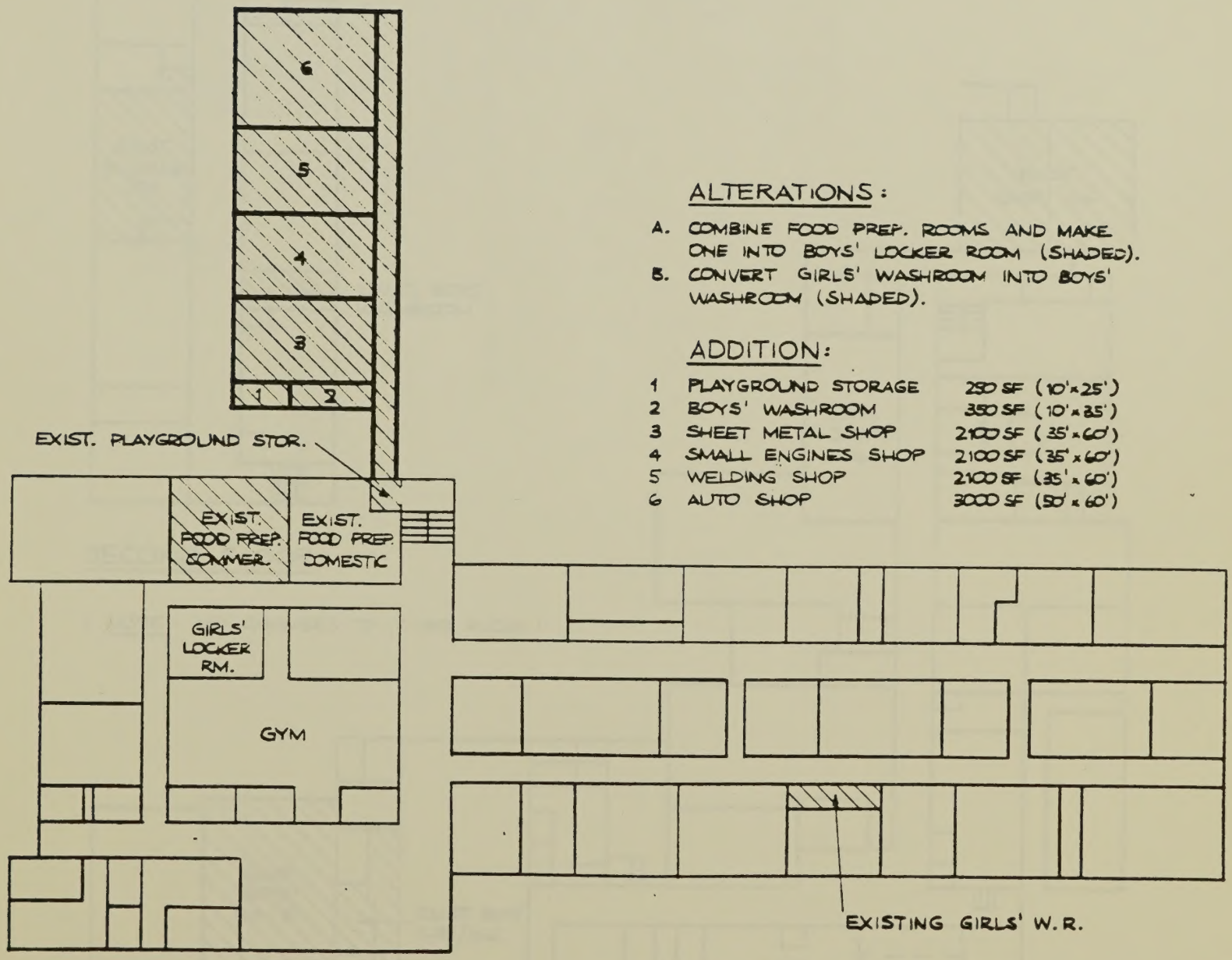
DELTA SECONDARY SCHOOL

SECOND FLOOR PLAN



DELTA SECONDARY SCHOOL

THIRD FLOOR PLAN



ALTERATIONS:

A. COMBINE FOOD PREP. ROOMS AND MAKE ONE INTO BOYS' LOCKER ROOM (SHADED).
B. CONVERT GIRLS' WASHROOM INTO BOYS' WASHROOM (SHADED).

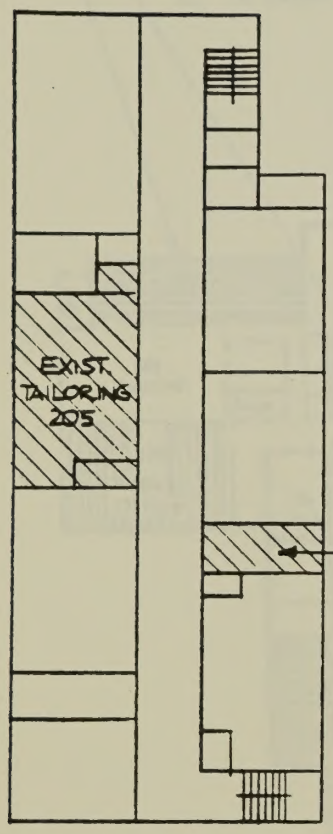
ADDITION:

1	PLAYGROUND STORAGE	250 SF (10'x25')
2	BOYS' WASHROOM	350 SF (10'x35')
3	SHEET METAL SHOP	2100 SF (35'x60')
4	SMALL ENGINES SHOP	2100 SF (35'x60')
5	WELDING SHOP	2100 SF (35'x60')
6	AUTO SHOP	3000 SF (50'x60')

MOELLER & HASSELL Architect and Engineer Inc Hamilton Ontario	ADDITION & ALTERATIONS TO: BRIARWOOD SCHOOL HAMILTON ONTARIO	B-1
	SCALE ± 1/64" = 1'-0" · JOB NO · DATE JAN 1989	

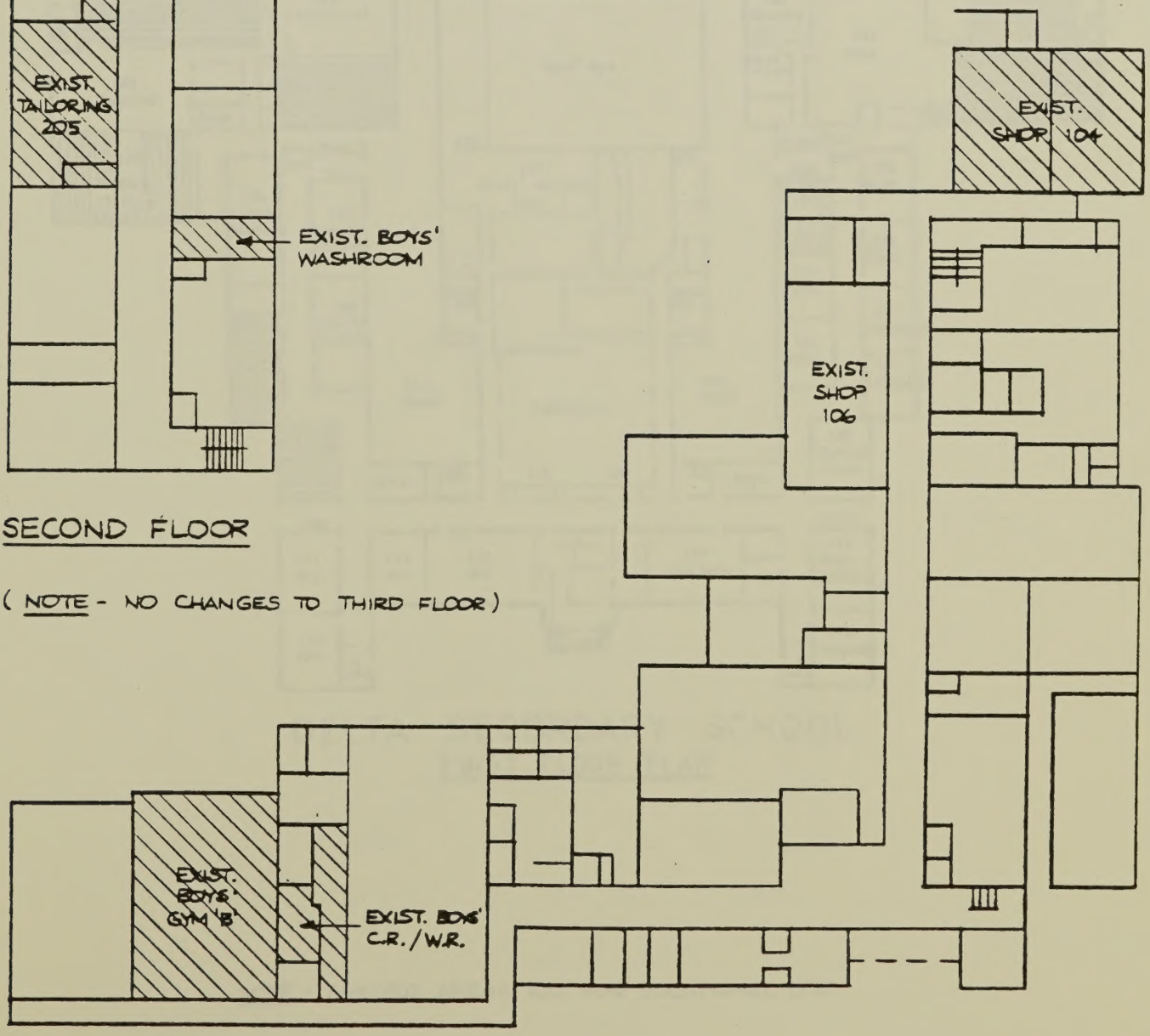
ALTERATIONS:

A. MOVE SHOP 104 EQUIP. TO SHOP 106.
B. DIVIDE 104 INTO TWO NEW CLASSROOMS: CLOTHING AND SEWING.
C. GYM 'B' BECOMES GIRLS' GYM.
D. CONVERT WASHROOM / CHANGEROOM TO GIRLS' W.R./C.R. FOR GYM.
E. CONVERT TAILORING 205 TO COSMETOLOGY.
F. CONVERT BOYS' W.R. TO GIRLS' W.R (2ND FL.)



SECOND FLOOR

(NOTE - NO CHANGES TO THIRD FLOOR)

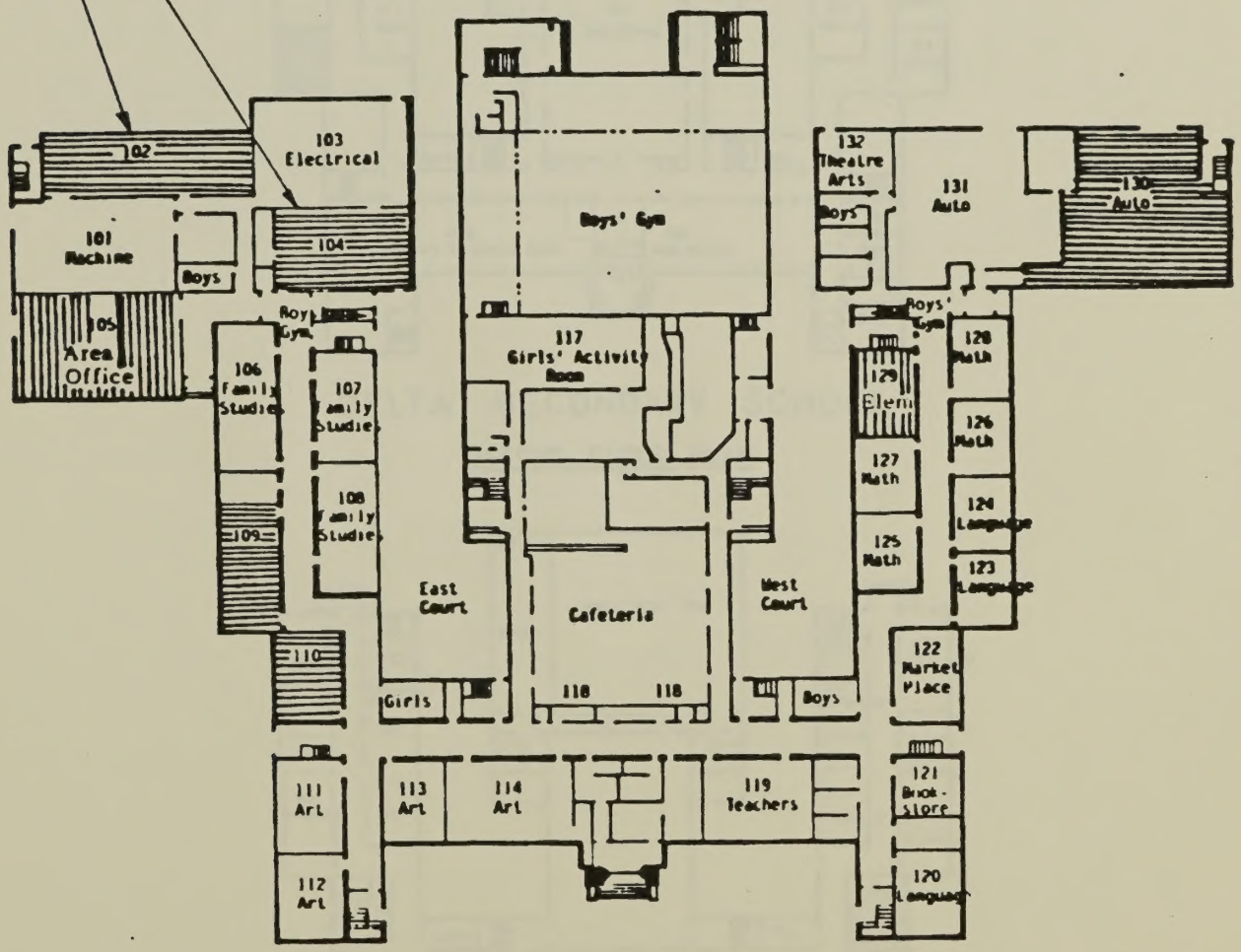


FIRST FLOOR

MOELLER & HASSELL Architect and Engineer Inc Hamilton Ontario	ALTERATIONS TO: PARKVIEW SCHOOL HAMILTON ONTARIO SCALE 1" = 50'-0" / JOB NO / DATE JAN 1989	P-1

ALTERATIONS:

A. ROOM 102 BECOMES WELDING SHOP. 100,000
B. ROOM 104 BECOMES SMALL ENGINES SHOP. 46 500
C. A ROOM (TO BE DETERMINED) FOR SHEET METAL SHOP. 100,000

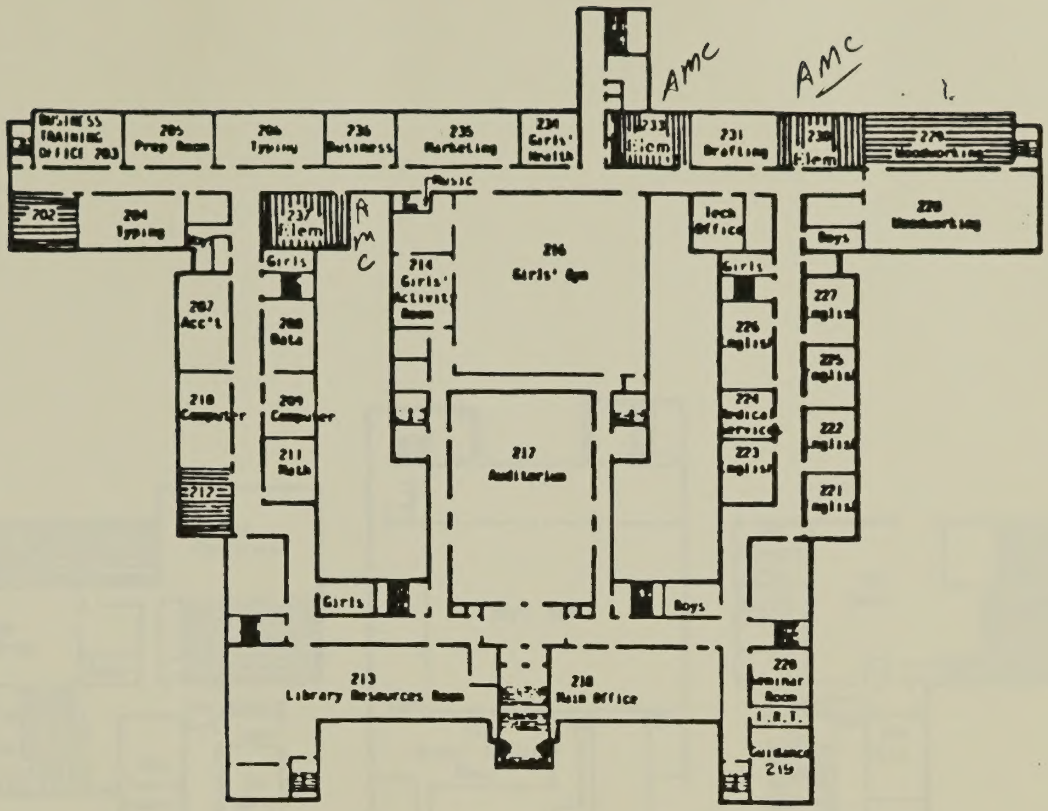


DELTA SECONDARY SCHOOL

FIRST FLOOR PLAN

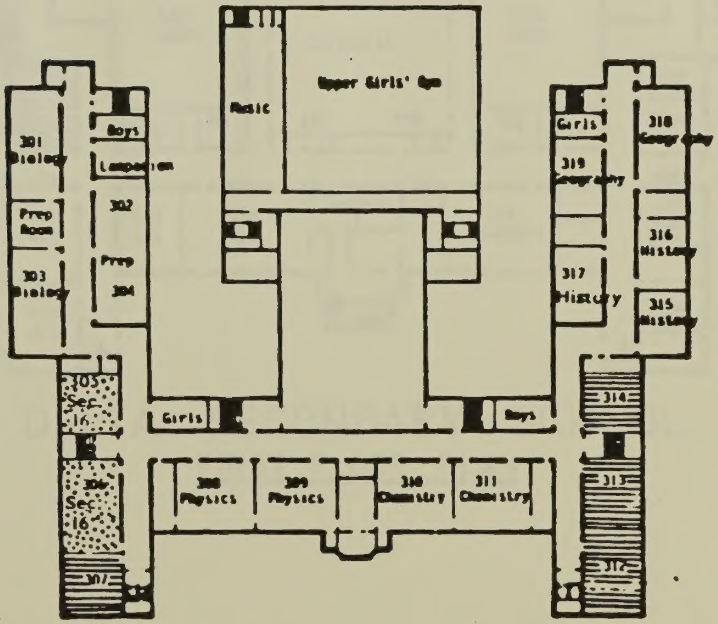
NOTE - SHADED AREAS ARE FOR VOCATIONAL USE.

MOELLER & HASSELL Architect and Engineer Inc Hamilton Ontario	ALTERATIONS TO: DELTA SECONDARY SCHOOL HAMILTON ONTARIO SCALE ± 1" = 85' · JOB NO · DATE JAN 1989	D-1



DELTA SECONDARY SCHOOL

SECOND FLOOR PLAN

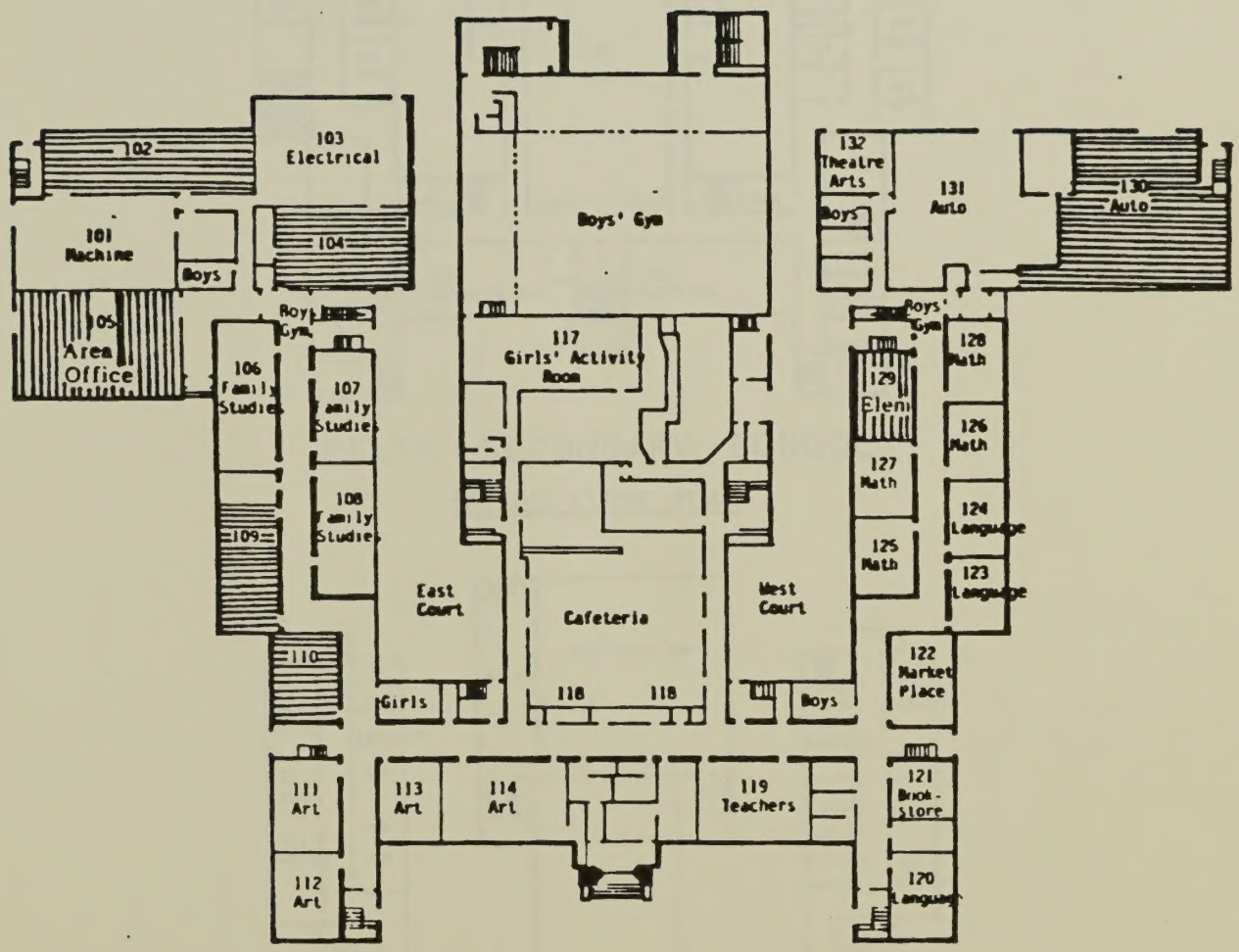


DELTA SECONDARY SCHOOL

THIRD FLOOR PLAN

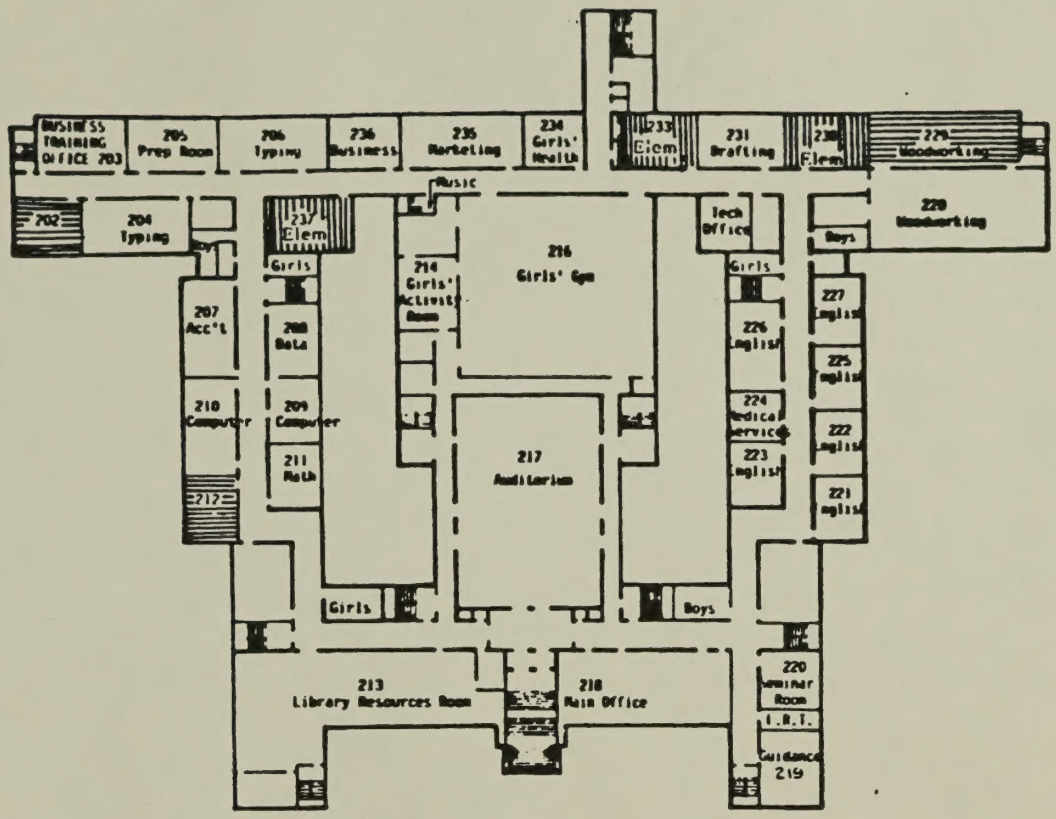
NOTE - SHADED AREAS ARE FOR VOCATIONAL USE.

MOELLER & HASSELL **Architect and Engineer Inc** **Hamilton Ontario**	ALTERATIONS TO: DELTA SECONDARY SCHOOL HAMILTON ONTARIO SCALE ± 1" = 100' JOB NO. DATE JAN 1989	D-2



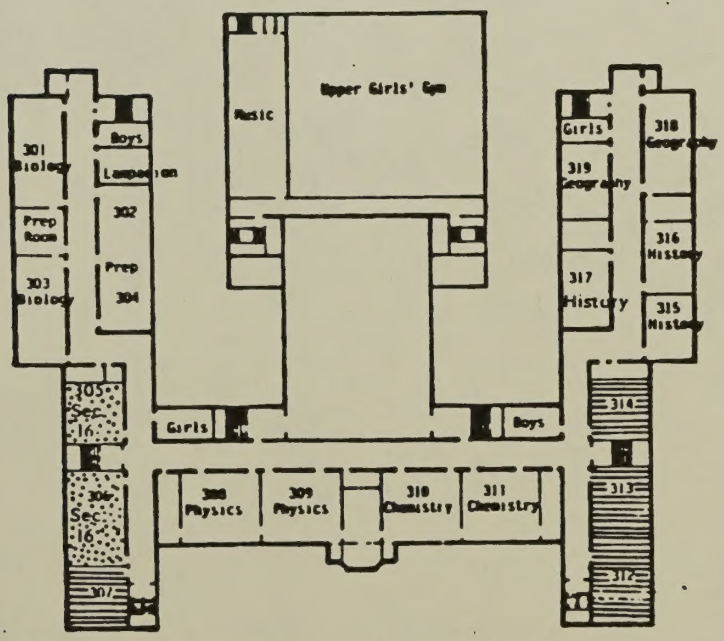
DELTA SECONDARY SCHOOL

FIRST FLOOR PLAN



DELTA SECONDARY SCHOOL

SECOND FLOOR PLAN



DELTA SECONDARY SCHOOL

THIRD FLOOR PLAN

A G E N D A

DEVELOPMENT COMMITTEE

1989 03 02

Confirmation of the minutes of the last regular and special meeting of 1989 02 14.

GENERAL

NEW BUSINESS:

1. Report re: Update - Re-organization - Superintendents of Schools Areas 4 and 5- **pages 1 - 8.**

2. Technology Showcase - 1990 **(to be mailed under separate cover).**

3. Report of the Race Relations Committee - **page 9.**

ELEMENTARY/SECONDARY

1. Presentation by Area 1 Team re Compensatory Education, Inner-City Schools

REPORT TO

THE DEVELOPMENT COMMITTEE

FROM AREA FOUR AND FIVE

1989-03-02

Pat Gillie,
Superintendent of Schools,
Area 4.

Ray Irvine,
Area 4 Supervisor.

Don Rothwell,
Superintendent of Schools,
Area 5.

Bruce Mair,
Area 5 Supervisor.

AREA FOUR RESOURCE TEAM

Pat Gillie	- Superintendent of Schools - Area 4
Ray Irvine	- Area 4 Supervisor
Bud Chaston	- Area 4 Supervising Foreman
Sheila George	- Secretary to Superintendent and Area 4 Supervisor
Dorothy Anderson	- Secretary to Resource Team - Area 4
Bill Whittle	- Primary Consultant
Louis Quildon	- Junior Consultant
Eric Hipkiss	- Special Education Consultant
Mary Haylock	- Area Learning Resource/Gifted
Lynn Costello	- Special Education - Speech/Language Pathologist
Elmer Dippel	- Adjustment Counsellor
Lillian Orban	- Adjustment Counsellor
Lois Campbell	- Psychological Services Consultant (On Leave)
Linda Tsaros	- Psychological Services Consultant
Sheryn Ricker	- Psychological Services Consultant

Area Five Resource Team

Don Rothwell	- Superintendent of Schools - Area 5
Bruce Mair	- Area 5 Supervisor
Ed Maskell	- Area 5 Supervising Foreman
Carol Midgley	- Secretary to Superintendent and Area 5 Supervisor
Debbie Bell	- Secretary to Resource Team - Area 5
Barbara Haverty	- Primary Consultant
Mary Jean Tyczynski	- Junior Consultant
Eto Corcione	- Special Education Consultant
Jo-Anne Neath	- Area Learning Resource/Gifted
Debbie McQuin	- Special Education - Speech/Language Pathologist
James Cairns	- Adjustment Counsellor
Mel Spencer	- Adjustment Counsellor
David Ryckman	- Psychological Services Consultant
Lois Campbell	- Psychological Services Consultant
JoAnn Reitzel	- Psychological Services Consultant

Special Assignment Teachers

Area Four and Five

Margaret Bowman	- Secondary Schools - Curriculum Implementation
Leanne Yarwood	- Special Education - Program Modification

SCHOOLS SERVED BY AREA FOUR AND FIVE

AREA FOUR

Elementary:

Burkholder

Cardinal Heights

C. B. Stirling

Comley

Fernwood Park

Franklin Road

Hampton Heights

Huntington Park

Lawfield

Linden Park

Lisgar

Pauline Johnson

Peace Memorial

Richard Beasley

Thornbrae

Vern Ames

Vincent Massey

Secondary:

Barton

Crestwood

Hill Park

Sherwood

AREA FIVE

Elementary:

Buchanan Park

Chedoke

Eastmount Park

G. L. Armstrong

Holbrook
Holbrook (S.A.M.)

James MacDonald

Mountview

Norwood Park

Queensdale

R. A. Riddell

Ridgemount

Ryckman's Corners

Seneca

Westview

Westwood

Secondary:

Phoenix Alternative
Education Program

Caledon

Sir Allan MacNab

Westmount

THE AREA OFFICE

Key Concepts of the Area Office

- the Area Office is the cornerstone of reorganization
- the purpose of the Area Office is to support the classroom teacher
- the mode of delivery is a decentralized delivery system
- the resource team is the agent for the delivery

The Resource Team

- address current and future needs
- assist Principals with school priorities
- maintain a link between the area and the system/central office needs

Approach

- the model is that of a multi-disciplinary team representing all aspects of pupil needs and teacher supports
- personnel with different skills and different functions are able to interact in a team approach

FRAMEWORK FOR PLANNING

At the Director's Luncheon, prior to school opening in September, "New Opportunities.....A Framework for Planning" was presented. One of the major issues contained within the document dealt with the development of both school and area plans. Following is a statement from the document which deals with the designing of a framework for planning:

The planning process which evolves over this year will be done within the following parameters and basic assumptions:

- *Senior Management will act as the co-ordinating and steering team, responsible for maintaining a balance between areas and departments with respect to educational programs and activities planned over the next three to five years.*
- *The draft Area and Central Office Department Plans will be ratified by the Senior Management Team, subject to the system's needs and resources available.*
- *The School Plans will be developed through the leadership of the principal's planning team in conjunction with the Superintendent of Schools.*
- *The draft School Plans will be developed in conjunction with other schools in the area and in concert with the directions and resources available through each Area Plan and in harmony with the schools in the area.*

Designing a framework for planning is an easy process. The difficulty is its implementation. To this end, we invite your participation and leadership.

Sincerely,

Ruth Van Horne

Ruth Van Horne
Chairman of the Board

Keith Rielly

Keith A. Rielly
Director of Education
and Secretary

Planning Model

Situational Analysis

- recent past (2-3 years)
- present
- future (ideal and predicted)
- look at the environment thoroughly

}

- keep doing
- stop doing
- start doing

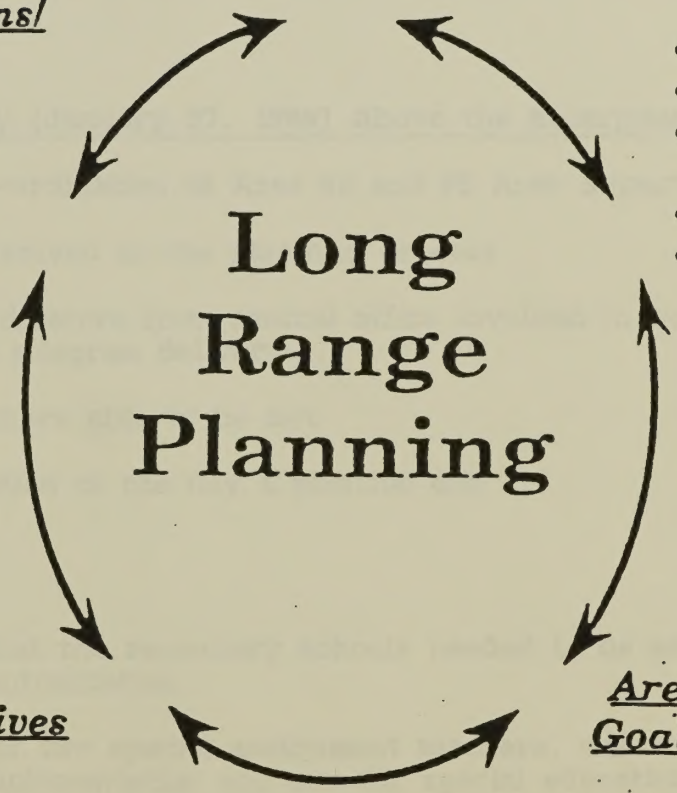
Mission/Purpose

- reason for existence
- why are we here?
- how can we make a difference?
- may include "how"
- work as individuals and/or as a group

Short-term Actions/ Tasks

(1-year plan)

- specific responsibilities
- dates, timelines, outcomes
- evaluations and regular reviews
- set down clear steps for tomorrow, next month...



Strategies/Objectives

(5-year plan)

- block of effort, major ideas
- directions arranged in a timeline
- plans to move towards areas of emphasis
- select and prioritize five or six

Areas of Emphasis/ Goals

- keys to accomplishing the mission
- what needs to change in the organization or its environment?
- what needs to work most to get us where we want to go?
- refer to situation data and mission

*Use *Planning, Review, Development and Implementation PRDI Model.*

DECENTRALIZATION. . . . .

SOME SUCCESSES

With the role of Area Supervisor beginning to become firmly established and with school/area planning proceeding according to our planning framework, other successful developments are able to be commented upon.

Elementary P.A. Day (January 27, 1989) Above the Escarpment:

- under the co-ordination of Area #4 and #5 Area Supervisors
- all schools involved in the planning process
- subject co-ordinators from central office involved in both planning and program delivery
- needs of teachers able to be met
- school evaluation of the day a positive one

Secondary Schools:

- recognition that the secondary schools needed to be addressed through decentralization
- appointment of two special assignment teachers, one for curriculum implementation and one for special education
- in-servicing of secondary school staff by the two special assignment teachers
- excellent network involving Learning Resource Teachers developing

Plant Department

- Supervisory Foremen working out of area offices
- an enhanced relationship between our schools and the Department of Plant as problems have been mutally solved
- on-going communication provided by Supervisory Foreman between schools and Superintendent of Schools
- Supervisory Foremen have become integral members of the Area Resource Team

Multidisciplinary Resource Team:

- all disciplines represented in one location
- access to resource team members ensured
- ability to provide immediate action to meet students' needs (and, consequently, schools' needs)
- each resource team member has a voice and a perspective
- allows for the efficient sharing and utilization of the knowledge and expertise of the team

Both principals and teachers have offered unsolicited comments since September concerning the availability of resource personnel, the area Supervisor and the Superintendent of Schools insofar as school visitations are concerned.

REPORT OF THE

RACE RELATIONS COMMITTEE

Present: Canon Rogers (Chairman); Trustees Allen, Johnston, Korz, and Clarke.

Also Present: Trustees Bishop, and A. Stewart.
S. Pooni

Officials Present: K. A. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
R. Binns (Superintendent of Schools - Area 3)
S. Barrs (Consultant, Values Education)

The Committee recommends:

GENERAL

a) That a statement be prepared for public dissemination regarding the position of the Ministry of Education and the Hamilton Board of Education in regards to Opening Exercises.

b) That the Hamilton Board of Education make a submission to the Watson Inquiry regarding Religious Education in Ontario Schools.

Respectfully submitted,

Canon J. Rogers
Chairman

Committee Room
1989 02 08

A G E N D A

DEVELOPMENT COMMITTEE

1989 04 06

Confirmation of the minutes of the last meeting.

GENERAL

NEW BUSINESS:

1. Reports re: Update - Re-organization:
   (a) Superintendent of Schools - Area Three.
   (b) Superintendent of Human Resources.

2. Report of the Race Relations Committee - **Pages 1 & 2.**

REPORT OF THE

RACE RELATIONS COMMITTEE

Present: Canon Rogers (Chairman); Trustees Allen, Korz, Johnston and M. Clarke

Also
Present: Trustees Deans and Kennedy

Officials
Present: K. A. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
B. Sinclair (Superintendent of Human Resources)
S. Barrs (Consultant, Values Education)
J. Paterson (Senior Accounting Analyst)

The Committee recommends:

a) That a Sub-Committee be formed to deal with the presentation to the Glenn Watson Commission, emphasizing such items as the support for:
i) adequate curriculum
ii) adequately trained instructors
iii) that pilot projects be established
and such items as the Committee may bring forth.

b) That the Board of Education seek Ministry clarification on the following concerns about both the Ministry directive RE: Opening Exercises, and of the Supreme Court ruling on the case of Zylberberg vs. The Director of the Sudbury Board of Education:

i) The way in which the Ministry directive affects or is affected by Section 235 (a) of the Education Act;

ii) Whether daily readings from various religious traditions do or do not discriminate against those not from the religious background of the reading in question, and whether the policy of daily readings from different religious and non-religious traditions simply puts the concerns of the applicants in the case of Zylberberg vs. The Director of the Sudbury Board of Education on a rotational basis of daily discrimination against groups not represented on any one particular day;

iii) Whether or not the parents of students in the Hamilton school system would have any perceived basis for court action should the Hamilton Board take the following action:

1) daily readings from various religious and non-religious traditions (as in "ii" above), or
2) no religious readings, but the use of other readings which might be described as secular humanist, making this the "religion" of the Hamilton Board of Education,

3) multi-religious education,
4) no religious education

iv) Whether the Judaeo-Christian basis of i) The Lord's Prayer or ii) The Psalms excludes them from the Ministry directive of "no one religion shall be used exclusively or be given a position of primacy", thereby making their daily reading permissible.

Further, that the officials bring a report of all these findings, including a legal recommendation for present and future action on this issue, to a meeting of the Race Relations Committee.

c) The the Amended Working Paper "Towards Race Relations and Ethnocultural Equity" be accepted.

Respectfully submitted,

Canon Rogers
Chairman

Committee Room
1989 03 20

A G E N D A

DEVELOPMENT COMMITTEE

1989 06 01

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Pilot Program in Native Languages (Mohawk) - **Page 1**

NEW BUSINESS:

1. Report of the Race Relations Committee - **Page 2 to 6**
2. Short and Long Range Planning Priorities - **Pages 7 to 26**

1989 06 01

The Chairman & Members
Development Committee
The Board of Education for the
City of Hamilton

Ladies & Gentlemen :

Re: Pilot Program in Native Languages (MOHAWK)

Background

- Between May 4th and May19th, the period of extended registration for the pilot Native-as-a-Second Language Program in MOHAWK, one additional student was registered.

- The final statistics are as follows:

Registrations for Hillsdale/Hillcrest:	Primary Class	- 4 students
	Junior Class	- 5 students
	Total	- 9 students
Registrations for Adelaide Hoodless:	Primary Class	- 7 students
	Junior Class	- 5 students
	Total	- 12 students

- In the opinion of Board officials these groupings are too small to provide a solid program base both on the short term and on the long term. They are also below the Ministry recommendation of at least 15 students per class.

It is recommended that:

(i) due to an insufficient number of registrants the implementation of a pilot Native-as-a-Second Language Program (MOHAWK) be cancelled for September, 1989;

(ii) the motion of May 4th, 1989, to create a broadly based planning team to re-examine possible starting grades and appropriate locations be confirmed;

(iii) a report from the planning team be brought to the Development Committee of the Board in January, 1990.

Prepared by: John C. Hill, Co-ordinator of Languages
Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum
Approved by: K.A. Rielly, Director of Education

REPORT OF THE

RACE RELATIONS COMMITTEE

Present: Canon Rogers (Chairman); Trustees Johnston, Korz and Clarke.

Also Present: Trustee P. Kennedy

Officials Present: K. A. Rielly, Director of Education and Secretary
B. Sinclair, Superintendent of Human Resources
S. Barrs, Values Consultant
L. Sproule-Jones, Co-ordinator, Affirmative Action

The Committee recommends:

GENERAL

1. That the Report on Religious Education in Schools be approved for submission to the Watson Inquiry. (see attached)

Respectfully submitted,

Canon Rogers,
Chairman

Committee Room
1989 05 08

SUB-COMMITTEE SUBMISSION TO THE WATSON INQUIRY ON RELIGIOUS EDUCATION IN SCHOOLS

Submitted to: Race Relations Committee

Date: May 9, 1989

The Hamilton Board of Education would submit that a religious education for every student is integral to the educational process in the development of youth in Ontario who will be able to understand,interpret and apply the rich mosaic presently experienced in Hamilton, as seen through the arts, sciences and disciplines of our culture. This is an opinion which we believe is shared with the vast majority of parents and educators in Canada.

While in the past it may have been satisfactory to teach exclusively the Judaeo-Christian heritage, this Board acknowledges that today, in addition to this tradition, information and understanding of other living religions of the world is demanded.

For the full development of our students, every dimension of human experience, including the religious, must be part of the curriculum. Our young people must be able to evaluate the role of religion in our society. In this particular jurisdiction where there are areas where the majority of students represent a non-Judaeo/Christian background, it is invaluable for the well-being of society to understand our multi-faith, multi-ethnic mosaic. The young people must have opportunity to not only be exposed to, but to interpret this diversity.

What we propose for a religious education programme in Ontario is an approach that includes both religious and non-religious world views and their contribution to the students' search for meaning. Students must be encouraged to understand how the belief systems of the world's religions as well as the world views associated with atheism, agnosticism and humanism provide individuals and communities with meaning and a sense of purpose. Religious education is the natural place in the curriculum to discuss these issues of life meaning.

If our constituency is to have an educated opinion, an understanding of the way religious beliefs and doctrine affect the actions of believers is required. One has only to consider the political implications of religious movements like the schisms in the history of the early church, the Protestant Reformation or the contemporary Moral Majority to see the importance of religious education. As our society becomes more urban and the variety of religious and ethnic backgrounds becomes more diverse, students need a conceptual framework that assists them to appreciate the cultural diversity in Hamilton. This will enable them to nurture a vision of tolerance and understanding, recognize the richness of multi-culturalism, and empower them to overcome the problems associated with pluralism.

In those multi-faith religious education programmes established in such diverse areas as Queensland, Australia or England (Birmingham syllabus), the curriculum for religious education treats as

authentic the faith experiences of individuals and groups of which today's world population is composed. This approach does not reduce religions to the lowest common denominator, nor does it present a "smorgasbord" of religious diversity. Neither is its purpose to make comparisons between religions in order to show the superiority of one over another; in fact, creating such a perception would be morally reprehensible. Rather, in an educational context, students are encouraged to consider the meaning of religion in the lives of those who practise it and to develop ways of understanding and examining the phenomena of religion.

AIMS OF RELIGIOUS EDUCATION

To provide a place in the school curriculum where both religious diversity and similarity can be explored.

To help each student develop an understanding of, and respect for, the religious traditions that are part of contemporary society.

To study the role played by religious and non-religious movements in developing society.

To examine the relationship between human values and religious practices.

To bring students into contact with the religious history of their own community, and provide opportunities to explore the religious history of those in the classroom who may come from different ethnic and religious backgrounds.

To consider the significant role played by religion in the formation of human identity.

To assist the student in his or her quest for ultimate meaning.

To provide students with the conceptual tools necessary for religious literacy and teach them how to use these tools in the process of religious discourse.

LEARNING OUTCOMES OF A RELIGIOUS EDUCATION PROGRAM

(a) Personal

Growth in knowledge and awareness of our religious heritage in Hamilton, and throughout the world, resulting in more understanding, tolerant and open persons.

Increased mastery of the tools of religious discourse.

Understanding and empathy of the religious beliefs, practices and aspirations of others who relate to a different faith or culture.

Sharpening of skills, concepts and attitudes which will provide a firmer base for personal decisions.

Insights will enable students to build a healthy foundation for personal engagement in society.

(b) Societal

Linkages between student and family are strengthened through religious education, as are ties with various religious communities and the school, etc.

Social skills are developed for building community. In a religious education programme stereotypes and prejudices can be confronted and corrected.

RECOMMENDATIONS

(1) DEVELOPMENT OF A CURRICULUM FOR RELIGIOUS EDUCATION

That the Ministry of Education appoint a Task Force to develop a curriculum for Religious Education including a methodology helpful for the study of religion and the acquisition of a body of factual knowledge about religions gained through literature, art, music and science, etc., and in contact with the living faith communities. It is suggested that when religious education is not developed, the key role of religion in society is understated or even ignored. Education without appropriate attention to major religious influences and themes is an incomplete education.

CONTENT

(a) Infancy and Early Childhood (3-8 years)

The content might include such topics as Festivals (Christian, Hindu, Jewish, Muslim); rituals and customs in the family and religious community; stories about world religions; themes of caring, forgiveness and other basic human values which enhance personal relationships.

(b) Later Childhood (8-12 years)

Here the content might include such topics as how people express their religious ideals through family and community service; rituals and symbols; sacred places; sacred writings; biographies of great people of various faiths and non-faiths, and how religion molded their lives and actions; religious concepts.

METHODOLOGY AND SKILLS TO BE TAUGHT

(a) The program might be designed to develop thinking and inquiry skills and to help children think in divergent and exploratory ways.

(b) The program might be developed around themes and taught using the time scheduling and methodologies that effective environmental studies programs now use.

(c) The teacher-librarian would carry out the role outlined in Partners in Action.

AFFECT (BELIEFS AND VALUES TO BE TAUGHT)

The affective component of such a program would need to be very carefully designed. The specific traits would need to be agreed upon and a hierarchy or strand developed for each. This work is possible, but only a very few people in the province know how to do it. The Ministry design team would have to decide which traits were critical to the development of such a program. This would need to be very carefully done since there is some feeling that raising issues of difference does not, as we have believed, create a more open and tolerant attitude.

(lowest level)								(highest level)
LIKES/DISLIKES	-	ATTITUDE	-	BELIEF	-	VALUE	-	TRAIT

(2) PROCESS FOR DEVELOPMENT

Because of the sensitivity of the issues involved, any religious education curriculum developed by the Ministry should be carefully piloted and field tested. These pilots and field tests should be appropriately funded and monitored by The Ministry of Education. Attention will need to be given to the content, the process of instruction, and teacher in-service.

(3) ACADEMIC AND PROFESSIONAL TRAINING AND CERTIFICATION OF TEACHERS OF RELIGIOUS EDUCATION

Multi-faith religious education does not require a teacher to suspend his or her own religious beliefs and values nor fabricate beliefs that are not held. What is required is a commitment to the pursuit of religious knowledge and an open and professional approach to developing religious understanding in the student. The teacher is required to be committed to educational goals and to accept that the proper outcome of religious education is sensitivity to the religious quest, awareness of the richness of religious culture and the knowledge of the place of religion in human experience.

Thus, it is recommended that courses in religious education be provided at Ontario colleges of education as part of the teacher's basic education, and in-service programmes be provided for the continuing education of teachers. These courses should concentrate on the particular methods needed to teach religious education and the content of the curriculum.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1989 05 25.

To the Chairman and Members,
Development Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: System Planning Document

Throughout this year one of our major priorities has been to establish a direction for our Board which is firmly based on careful planning, involving all elements of our System.

The attached submission "System Planning Document" provides a supportive planning framework which will enable school, area, department and system planning to occur.

We welcome the opportunity to discuss with you this planning document.

Prepared by: Senior Management
Submitted and Approved by: K. A. Rielly, Director of Education and Secretary

Le Conseil de l'éducation
de la ville de Hamilton
100, rue Main ouest
Hamilton (Ontario)
L8N 3L1

Le 25 mai 1989

Destinataires :

Présidente et collègues
Comité de planification
Conseil de l'éducation
Hamilton (Ontario)

Mesdames et messieurs,

Objets: Planification au sein du système

Au cours de cette année scolaire une de nos priorités était d'établir une direction pour le Conseil basée sur une planification qui implique tous les niveaux du système.

Le document ci-joint "Planification au sein du système" nous apporte un plan sur lequel on peut s'inspirer afin de mieux planifier pour les écoles, les secteurs, les départements et le système.

Nous vous invitons à discuter du document en question.

Préparé par : L'administration
Soumis et approuvé par : K. A. Rielly, Directeur de l'éducation et secrétaire

Priorities of Trustees

(as set at Development Committee, June 1988)

Program - Special Education
- Technical

Finance

Amalgamation

Accommodation

Social Issues

Language (literacy)

Communications

Priorités des conseillers(ères) scolaires

Selon le Comité de planification

Juin 1988

Programmes scolaires - Enfance en difficulté

- Études technologiques

Financement

Fusionnement

Capacité d'accueil

Questions sociales

Enseignement de l'écriture et de la lecture (alphabétisation)

Communications

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

DEVELOPMENT COMMITTEE

June 1, 1989

DRAFT

SYSTEM PLANNING DOCUMENT

An emphasis on system planning began in the1988 - 1989 year. We are now entering the second year of a three year planning process.

That plan was based on and emphasized:

- a coordinated participative planning model;
- enhanced face to face communication;
- a broadened base of decision-making.

These processes enable us to better focus on and deliver improved learning conditions in classrooms.

LE CONSEIL DE L'ÉDUCATION DE LA VILLE DE HAMILTON

COMITÉ DE PLANIFICATION

le 1er juin 1989

ÉBAUCHE

Au cours de l'année 1988-1989, nous avons commencé à définir les priorités pour notre système scolaire.

Le plan que nous avons élaboré a été échelonné sur une période de trois ans et voici que nous entamons déjà la deuxième année.

Ce plan repose et met l'accent sur les trois facteurs suivants :

- une planification coordonnée à laquelle participent tous les groupes intéressés;
- une communication plus étroite;
- une prise de décision moins restreinte.

C'est grâce à ces éléments que nous pouvons concentrer davantage notre attention sur l'amélioration des conditions d'apprentissage en salle de classe et y assurer un apprentissage plus efficace.

Beliefs

- People are our most important resource.
- Parents and community organizations can provide positive input to schools.
- Decisions are best made closest to the source of those affected by them.
- Mutual development and sharing of information.
- Respect for the worth and contribution of each individual to our system.
- Diversity of program and interdependence according to Area needs.
- Sensitivity to needs of students, staff and parents.
- Involvement of employees in decision-making.
- Recognition that failure can be a springboard for learning.
- Teach students to produce, manage and cope with change.
- Model positive attitudes and promote practical skills.
- Promote an interest in the learning process.
- Facilitate staff development of all employees.
- Life-long and alternative learning.
- Team effort at all levels.
- Good public relations.
- System reflects cultural diversity.
- Provide educational opportunities to all.
- Relevant curriculum (student-centred and future-oriented).
- Provide school and community resources to meet special needs.
- Utilize technology to improve methods for learning.
- Risk striving for excellence and superior performance.
- We must celebrate our accomplishments.

Croyances

- Les gens représentent notre plus importante ressource.
- Les parents et les organismes communautaires peuvent apporter une contribution effective dans les écoles.
- C'est en travaillant avec un groupe que l'on peut prendre les décisions le concernant.
- Nous devons recueillir l'information en commun et la partager.
- La valeur et la contribution de chaque personne au sein de notre système doivent être respectées.
- Les programmes et l'interdépendance doivent varier selon les besoins de chaque secteur.
- Il faut tenir compte des besoins des élèves, du personnel et des parents.
- Les employé(e)s doivent participer à la prise de décision.
- Il est important de reconnaître que c'est souvent par les échecs que l'on apprend.
- Nous devons enseigner aux élèves de produire, de se débrouiller et de faire face aux changements.
- Nous devons avoir une attitude positive et en donner l'exemple, et favoriser la compétence pratique.
- Nous devons promouvoir l'intérêt au processus d'apprentissage.
- L'épanouissement de tout le personnel doit être facilité.
- Nous devons assurer un apprentissage continu et diversifié.
- L'effort d'équipe doit être produit à tous les niveaux.
- Nous devons entretenir de bonnes relations publiques.
- Notre système reflète une diversité culturelle.
- Les mêmes chances d'éducation doivent être offertes à chacun(e).
- Le programme d'études doit être approprié (axé sur l'élève et oritenté vers le futur).
- Nous devons assurer au sein des écoles et de la communauté les ressources nécessaires pour répondre aux besoins particuliers.
- Nous devons avoir recours à la technologie pour améliorer les méthodes d'apprentissage.
- Nous devons faire notre possible pour atteindre la perfection et un rendement supérieur même si cela entraîne des risques.
- Nous devons célébrer toutes nos réussites.

Vision

"Learning is most important to success in life."

The vision of the Hamilton Board is to have a student-centred and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

This direction represents a refocussing on the students in the classroom.

Support and development of this vision will provide Hamilton students with the capabilities to meet the challenges of the 21st century.

Vision

"L'apprentissage est un facteur des plus importants pour la réussite dans la vie."

Le Conseil aimerait établir un système d'éducation axé sur l'élève et l'école où l'on préconiserait et apprécierait la bienveillance, l'égard pour les différences, la responsabilité, l'innovation, la confiance et la sincérité et où le succès sans relâche représenterait un défi pour les élèves.

Cette vision constitue une réorientation du système vers les élèves en salle de classe.

Avec l'appui et l'élaboration nécessaires, il sera possible de faire acquérir aux élèves les aptitudes requises pour relever les défis du vingt et unième siècle.

Mission Statement

The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

Énoncé de l'intention du Conseil

Le Conseil de l'éducation de la ville de Hamilton a pour but d'éduquer les enfants et les adultes afin que ces derniers(ères) puissent profiter de la vie en tant que membres créatifs de notre société toujours conscients de leurs responsabilités et de la contribution qu'ils doivent apporter.

Effective Program

Effective Learning

EFFECTIVE SCHOOLS

Inviting

Caring

1989-92 Administrative Directions

1. Strategic Planning
2. Team Building
3. Individual Growth & Organization Effectiveness
4. Effective Service

1988-1989 System Directions

Co-ordinated participative planning within a framework.

Enhanced face-to-face communication.

A broadened base of decision-making

Beliefs • Vision • Mission

Programme efficace | Apprentissage efficace

ÉCOLES DE QUALITÉ

Milieu attrayant | Milieu favorable

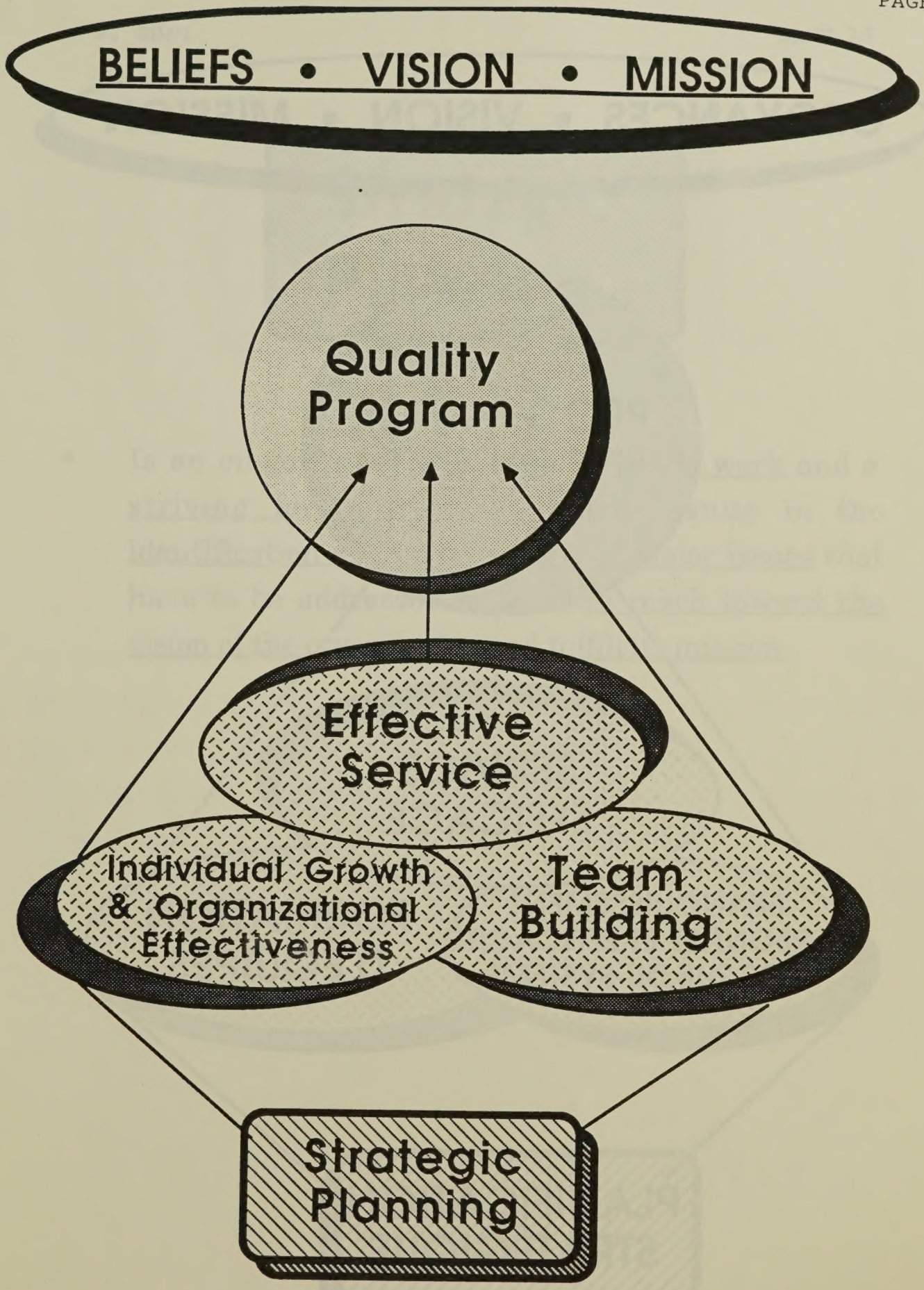
Orientations administratives pour les années 1989-1992

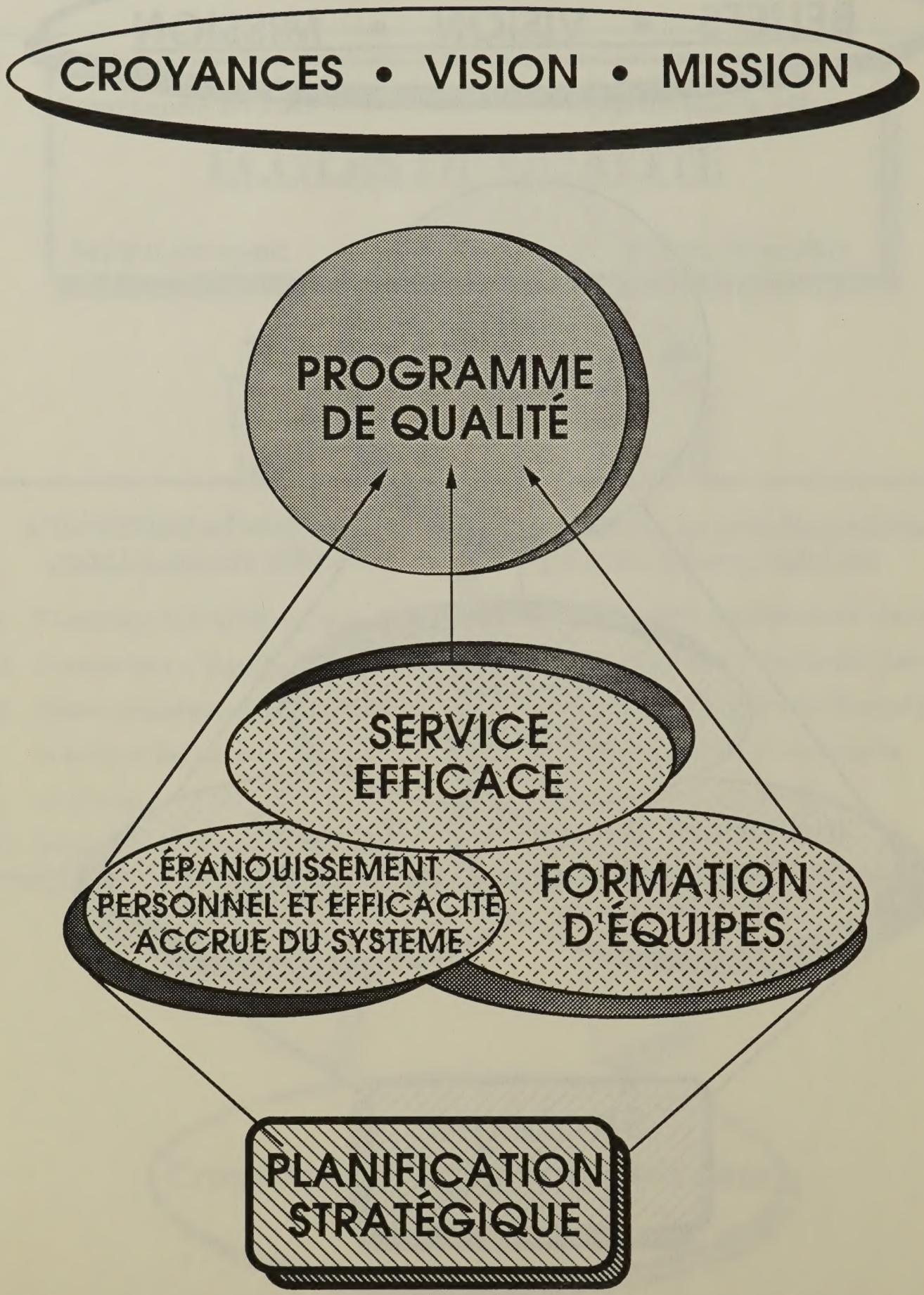
1. Planification stratégique
2. Formation d'équipes
3. Épanouissement personnel et efficacité accrue du système
4. Service efficace

Orientations au sein du système pour les années 1988-1989

1. Planification coordonnée dans un cadre défini à laquelle participent les groupes intéressés
2. Communication plus étroite
3. Prise de décision moins restreinte

Croyances • Vision • Mission


BELIEFS • VISION • MISSION
Quality Program
Effective Service
Individual Growth & Organizational Effectiveness
Team Building
Strategic Planning


CROYANCES • VISION • MISSION
PROGRAMME DE QUALITÉ
SERVICE EFFICACE
ÉPANOUISSEMENT PERSONNEL ET EFFICACITÉ ACCRUE DU SYSTEME
FORMATION D'ÉQUIPES
PLANIFICATION STRATÉGIQUE

Strategic Planning

- Is an on-going process requiring team work and a striving for consensus which results in the identification and prioritization of major issues that have to be addressed in order to reach toward the vision of the organization and fulfill its mission.

PLANIFICATION STRATÉGIQUE

La planification stratégique est un processus continu qui exige un travail d'équipe et un effort de la part de tous et de toutes pour arriver à un accord. C'est un processus qui nous permet de définir les points principaux dont il faut tenir compte ainsi que l'ordre dans lequel nous devons les aborder afin d'atteindre la vision du Conseil et de réaliser la mission qu'il s'est fixée.

STRATEGIC PLANNING

- To learn to plan more effectively so as to create and to implement short and long range plans for schools, areas, departments, and for the system.

PLANIFICATION STRATÉGIQUE

Grâce à la planification stratégique, nous apprendrons à mieux planifier de façon à pouvoir élaborer et mettre en oeuvre des plans à court terme et à long terme pour les écoles, les secteurs, les départements et le système.

STRATEGIC PLANNING

- Members as well as leaders of teams will facilitate the variety of teams in the system to better:

  i) conduct reviews and needs assessments;
  ii) help develop plans and timelines;
  iii) engage in team building to help ensure effective implementation of plans;
  iv) co-ordinate the allocation of resources;
  v) communicate intentions clearly to the system.

PLANIFICATION STRATÉGIQUE

Avec l'aide des membres et des chefs des équipes qui forment des groupes hétérogènes au sein du système, nous parviendrons mieux :

i) à mener des enquêtes et à évaluer les besoins;

ii) à élaborer des plans et à fixer les échéances;

iii) à former un esprit d'équipe et à assurer ainsi une mise en oeuvre efficace des plans;

iv) à coordonner la répartition des ressources;

v) à faire connaître les buts au système.

Team Building

- Is a process which is built upon trust and that optimizes the achievement of goals of the organization while providing for personal growth and satisfaction by:
  - i) recognizing the diverse talents of individuals;
  - ii) providing the opportunity to practise and hone critical team-building skills;
  - iii) facilitating working together interdependently. The result of this process is an increased commitment and improved ability to solve problems, thus leading to more effective decisions.

FORMATION D'ÉQUIPES

La formation d'équipes est un processus qui repose sur la confiance et qui maximise la réalisation des buts du système. Elle assure en même temps une satisfaction et un épanouissement personnels étant donné qu'on :

i) reconnaît à chaque membre ses talents particuliers;

ii) permet aux membres de mettre en pratique et de parfaire les aptitudes nécessaires à la formation d'équipes;

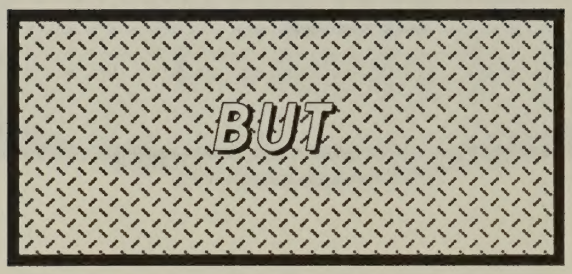
iii) facilite la collaboration et l'interaction. C'est un processus qui donne lieu à un engagement accru, à une capacité plus aiguisée de résoudre les problèmes et, par conséquent, à une prise de décision plus efficace.

TEAM BUILDING

Goal

- To establish teams that use inter-disciplinary problem-solving and conflict resolution processes in order to take advantage of each group's abilities (skills) and knowledge to facilitate decision-making that is quick, clear and effective.

FORMATION D'ÉQUIPES



En créant des équipes qui utilisent des méthodes de solution de problèmes et de conflits propres à plusieurs domaines, nous mettrons à profit les aptitudes et les connaissances de chaque groupe et faciliterons ainsi la prise de décision en la rendant plus rapide, plus claire et plus efficace.

TEAM BUILDING

- Leaders in the process of team building will:
  - i) provide a facilitator, versed in team building, to train, monitor, and provide feedback;
  - ii) conduct a needs assessment to determine gaps in the skills, knowledge, and experience of team members;
  - iii) model and provide opportunities to practise using the diverse skills of individuals and the collective skills of teams;
  - iv) acknowledge, along with team members, the strengths (skills, knowledge, and experience) of fellow team members.

FORMATION D'ÉQUIPES

Les personnes responsables de la formation d'équipes :

i) nommeront un(e) conseiller(ère) expérimenté(e) dans la formation d'équipes afin d'assurer la formation et la supervision et de faire part des réactions;

ii) évalueront les besoins afin de déterminer les lacunes en ce qui concerne les aptitudes, les connaissances et l'expérience des membres des équipes;

iii) seront un exemple pour les membres et offriront des occasions pour mettre en pratique les diverses aptitudes de chaque membre ainsi que les aptitudes collectives;

iv) de concert avec les membres des équipes, reconnaîtront les points forts (aptitudes, connaissances et expérience) de certains membres.

Effective Service

- Comes from a commitment of staff at all levels of the organization, to provide effective service for others in both official languages, that is timely, efficient, accurate, complete and caring.

SERVICE EFFICACE

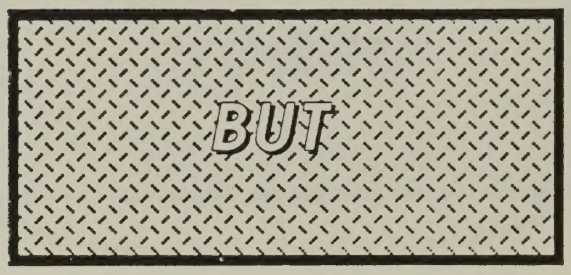
La prestation d'un service efficace dans les deux langues officielles qui est à la fois adéquat, bien organisé, intégral et utile est un processus issu de l'engagement du personnel à tous les niveaux du système.

EFFECTIVE SERVICE

Goal

- To provide service that adds value to the educational process by impacting positively on the learning and development of students, teachers, and other staff.

SERVICE EFFICACE



Le système vise à assurer un service qui valorise le processus éducatif en contribuant à l'apprentissage ainsi qu'à l'épanouissement des élèves, des enseignant(e)s et des autres membres du personnel.

EFFECTIVE SERVICE

Staff will provide service that:

i) is accessible to all, and is delivered reliably, consistently and in a manner that is suited to the needs of the recipient;

ii) has clearly defined departmental responsibilities and roles;

iii) is promoted internally and externally so as to enhance our image as well as to market the services available;

iv) satisfies reasonable and known expectations developed through collaborative, cooperative procedures;

v) anticipates the recipients' needs and establishes priorities in the system;

vi) encourages questions, feedback, and evaluation;

vii) is based on measurable, well-communicated standards.

SERVICE EFFICACE

Le personnel assurera un service :

i) qui est efficace, qui est accessible à tous(toutes), qui convient aux besoins des bénéficiaires et qui est offert de façon régulière;

ii) pour lequel les responsabilités et les rôles au sein des départements sont clairement définis;

iii) que l'on doit faire connaître autant à l'intérieur qu'à l'extérieur du système afin de rehausser notre image de marque et de promouvoir les services que nous offrons;

iv) qui répond aux attentes réalistes et définies que nous avons fixées de concert avec les membres;

v) qui nous permet de prévoir les besoins des bénéficiaires et de déterminer les priorités au sein du système;

vi) qui favoirse les questions, les réactions et l'évaluation;

viii) qui est basé sur des critères que l'on peut évaluer et qui sont communiqués explicitement.

Individual Growth and Organizational Effectiveness

- Fosters a belief in and value for personal self-actualization. Proactive ways to help people grow and to make the organization more effective include:

  - staff mobility
  - job exchanges
  - positive retraining
  - time management skills
  - leadership skills development
  - interpersonal skills growth
  - creative problem-solving opportunities

ÉPANOUISSEMENT PERSONNEL ET EFFICACITÉ ACCRUE DU SYSTÈME

L'épanouissement personnel et l'efficacité accrue du système incitent les membres du personnel à croire à la réalisation de soi et à l'apprécier. Des moyens avant-coureurs qui contribuent à l'épanouissement des employé(e)s et à la création d'un système plus efficace sont :

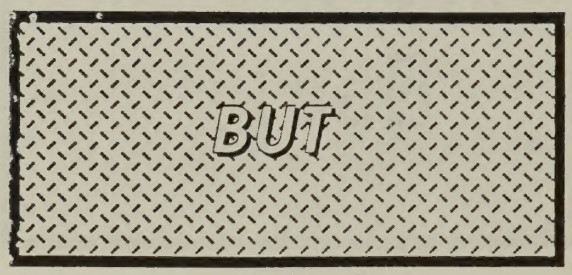
- les mutations dans le personnel,
- les permutations,
- le recyclage,
- l'aptitude à l'aménagement du temps de travail,
- l'acquisition des aptitudes à l'animation,
- l'acquisition des aptitudes interpersonnelles,
- les occasions offertes pour résoudre les problèmes.

INDIVIDUAL GROWTH & ORGANIZATIONAL EFFECTIVENESS

Goal

- To ensure the development of competent, effective, empowered people working in a healthy, caring, positive environment.

ÉPANOUISSEMENT PERSONNEL ET EFFICACITÉ ACCRUE DU SYSTÈME



Par l'épanouissement personnel et l'efficacité accrue du système, nous visons à assurer le perfectionnement de personnes compétentes, efficaces et habilitées travaillant dans un milieu sain, profitable et positif.

INDIVIDUAL GROWTH & ORGANIZATIONAL EFFECTIVENESS

The Board will ensure:

i) fair workplace practices;
ii) orientation procedures for all employees;
iii) skills training, mentoring, coaching, assessment, career planning and development assistance;
iv) people-sensitive work environments;
v) a broadened base of individual growth for all employees by focussing primarily on development in job-related skills;
vi) opportunities for the empowerment of all individuals in the system.

ÉPANOUISSEMENT PERSONNEL ET EFFICACITÉ ACCRUE DU SYSTÈME

Le Conseil assurera :

i) des pratiques équitables au travail;

ii) l'orientation à l'intention de tous(toutes) les employé(e)s;

iii) une formation professionnelle, le mentorat, la direction, l'évaluation, une planification vis-à-vis de la carrière et l'aide nécessaire quant au perfectionnement;

iv) un milieu de travail chaleureux;

v) un épanouissement personnel plus vaste pour tous(toutes) les employé(e)s en mettant l'accent principalement sur les aptitudes relatives au travail et sur les aptitudes à l'animation;

vi) des occasions pour accorder plus de pouvoirs à tous(toutes) les employé(e)s du système.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1989 05 25

TO THE CHAIRMAN AND MEMBERS
BOARD OF EDUCATION

Ladies and Gentlemen:

At the **June Development Committee** meeting (1989 06 01), the members of Senior Management would like to work in discussion groups with the Trustees to report and receive feedback on the planning process that is described in the attached report.

As I am sure you will agree, it is most important that we work together in this process to develop and decide upon the priorities that will have to be addressed by the Board and officials in the next three years if we are going to achieve our vision and mission.

Superintendents of Schools will be contacting you to enlist your support and answer any questions or concerns you have about the meeting format for that evening.

Thank you in advance for your co-operation in this request.

Yours truly,

K. A. Rielly
Director of Education
and Secretary

rm

A G E N D A

DEVELOPMENT COMMITTEE

1989 07 06

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Progress Report, Westmount 1990 - **Pages 1 and 2**

2. Progress Report re I.B.M. Microcomputer Music Proposal - **Pages 3 to 5**
   (from 1989 01 05 Development meeting)

3. Progress Report - Outdoor Education - **Pages 6 to 19**
   (from 1989 01 05 Development meeting)

NEW BUSINESS:

1. OPSBA Updates - requested by Trustee Van Horne

1989 07 06

TO THE CHAIRMAN AND MEMBERS,
Development Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

The purpose of this report is to update you on the progress that Westmount Secondary School has made with three of our "partners" in our project "Westmount 1990". The three partners are Mohawk College, Brock University (Faculty of Education), and the Ontario Ministry of Education.

I. Mohawk College

As a result of a report in the Spectator after our last presentation to the Board, Keith McIntyre, the President of Mohawk College, approached us to see if there was any way that Mohawk and Westmount could work together to better meet the needs of students in both institutions. Subsequently, a meeting was held with the Vice-President and Sheila Sim, Curriculum Consultant. Sheila is now our official liaison person and, with her co-operation, six meetings were held this June between Westmount and Mohawk personnel. These meetings included the following departments from Mohawk: Mathematics, English, Science, Counselling, Leisure Education, Staff Development and Media.

A summary report will be prepared which will recommend a variety of strategies for "articulation" between Westmount and Mohawk. The goal is to ease the transition from Secondary School to College. This will, hopefully, improve the chances of success for our students who go to College - particularly our students in General Level Courses.

II. Brock University - Faculty of Education

(a) Post-Graduate Department

Members of this department have met with us and have agreed to continue to do so on a consultative basis. They have also agreed to promote with their post-graduate students the use of our school for research projects. This could be of particular interest to any of our own staff who are pursuing a Masters Degree from Brock (i.e. they can use much of the work they are already doing as a basis for credit at Brock). This will assist us in researching various aspects of our project.

(b) Pre-Service Department

As a result of our project, we have been selected as a Teacher Training Center for Brock. Twenty to twenty-five student teachers will be housed at Westmount. Brock staff will be brought in to teach their required courses. Brock students will do practice teaching two days a week at Westmount for Semester 1. In Semester 2, they will have the option of doing this in other locations. For one-half day each week each Brock student will work with one of our departments on a project that is assigned by us, approved by Brock, and is a part of the course work for Brock. They will use our classes for their Teaching Centre. They teach the class, video-tape the lesson and then critique the lesson.

We have assigned one of our classrooms to Brock. This will hopefully become a professional resource area that will house professional materials of benefit to both Brock students and Westmount staff. The Brock students become, in effect, an extension of our staff. This is a new model for teacher training and we will have an opportunity to modify and improve it over the years. It is a unique opportunity to involve these young people in a unique teaching situation. They will, in turn, bring new ideas, enthusiasm, and energy to our program.

III. Ministry of Education

A Memorandum of Agreement has been received from the Ministry of Education. This agreement provides us with $100,000.00 for one year for the purpose of determining and examining the ways in which technology can help to individualize instruction at the secondary school level. We hope to hire a software technician and a hardware technician for one year to assist us in this task. The rest of the money will be used for operational expenses of these people and for in-service of staff.

It is therefore recommended:

That a grant application in the amount of $100,000.00 to the Ministry of Education of Ontario for the purpose of determining and examining the ways in which technology can help to individualize instruction at the secondary school level, covering the period between 1989 04 01 to 1990 06 30, be approved, at no cost to the Board.

Prepared by: A. Robertson, Principal, Westmount Secondary School

Submitted by: D. Rothwell, Superintendent of Schools

Approved by: K. Rielly - Director of Education and Secretary

1989 07 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Progress Report on the I.B.M. Microcomputer Music Project

Background:

In November 1987, the Board of Education for the City of Hamilton approved a recommendation to conduct a pilot project joint study with I.B.M. Canada Ltd. to investigate the feasibility of developing curriculum using the I.B.M. Music Feature and appropriate software. A contract setting forth the objectives and the conditions of the agreement was developed in August 1988.

Summary of Events:

Most of the necessary equipment and software was installed in five schools by February 1989 (Barton, Chedoke, Scott Park, Westdale and Westmount). Since that time there have been bi-weekly meetings of the teachers, sometimes with I.B.M. personnel, at which teacher/student activity has been discussed. The original deadline for completion of this project has been extended until February 1, 1990. The intent is to make a final report with recommendations about future directions at that time.

Method of Evaluation:

A controlled experiment will take place at Scott Park in which the progress of two classes will be recorded. One class will use the I.B.M. computer; the other will not. Their work will be compared in at least four ways: test results, both theoretical and practical; retention of students in the music program; students' perceptions; and teacher/administrator observations. A similar controlled experiment will be conducted at Chedoke and Westview. Both the Research Department and the Computers in Education Department will assist in the designing and monitoring of these evaluative procedures.

Future In-service:

One of our teachers attended a week-long seminar in June at the University of Delaware, studying with Dr. Fred Hofstetter, who developed much of the music technology and software for I.B.M. She will be sharing her findings with the other participants in the project. The Software

Technician, currently moving into the Computers in Education Department, will be of great assistance to teachers as well.

Current View:

At present, four of the five teachers are committed to using the material. One still has some reservations. After another five months of intensive teacher/student research and activity, an informed recommendation will be made.

Recommendation:

That the progress report on the I. B. M. Microcomputer Music Project be received for information.

Prepared by: Paul Barber,
Music Teacher, Chedoke
Glenn Mallory,
Co-ordinator of Music

Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum

Approved by: Keith Rielly,
Director of Education

APPENDIX I

Student/Teacher Work: [A snapshot at Chedoke Middle School]

In the intermediate level classroom, direct teacher supervision is necessary until the students have acquired sufficient skills and knowledge to be able to work with minimum assistance. Therefore, it is mandatory that the teacher learn how to perform many of the functions of a software package before implementation in the classroom. This learning process was very time consuming, even for the most computer literate teacher.

Work accomplished to date has been experimental or exploratory in nature. While general or specific goals were set, authentic curriculum design could not be implemented until the teacher had acquired sufficient knowledge and understanding.

Only those students who showed interest used the system. (More boys than girls showed interest). Some were just curious to try out the pre-programmed sounds and accompaniment patterns. A few recorded selected sounds onto tape for possible use in a project of their own design. Others made use of built in accompaniment patterns to provide a background to melodies which they were able to perform on the synthesizer. The ability to print music which had been keyed in from the synthesizer was used to the satisfaction of some. The more adventurous spent a lot of time devising their own 5-part accompaniment patterns using a 3-voice drum set, a bass instrument, and a 3-voice chord instrument.

As a teacher's tool, the system has been used in the following ways:

1. it enabled the teacher to create taped accompaniments used by the school choir in performance. In addition to eliminating the need for an accompanist, these accompaniments provided mobility, consistency and a professional touch which pleased the singers and their audiences alike.

2. a missing band part was re-created from the conductor's score and printed -- giving a clear, easy to read, professional quality part for the student to read.

3. a newly composed song, created by the teacher, for the Boy Scouts of Canada as the official theme song for the Seventh Canadian Jamboree, was developed on this system. When done, the music was printed, and a demonstration tape was made using the computer as accompanist and featuring volunteer student singers. Both the printed music and the tape have been distributed nationally by the Boy Scouts of Canada.

4. in a more conventional way, the system has permitted the teacher to save time and to produce better results in such tasks as record-keeping, word processing (of information for distribution and test making), and sign making using software provided through other means.

Paul Barber
Music Teacher, Chedoke

1989 07 06

To: Chairman and Members of the Development Committee,
Hamilton Board of Education

Ladies and Gentlemen:

Re: Progress Report on Outdoor Education, Grades 6 - O.A.C.

Background:

In January, Mr. Jack Lee brought forward a report stating the need for a long range plan for outdoor education for middle and secondary school students. As special assignment teacher, he outlined issues, concerns and his thinking about environmental education. This report describes both the planning process to date and Mr. Lee's work in delivering direct program.

The Steering Committee:

The Steering Committee has worked very hard to set direction for the process (over the last three months). In the fall of 1989, review teams will investigate ten particular aspects of outdoor education program and report their findings back to the Steering Committee. Some recommendations will come forward to senior management in time for inclusion in the 1990 budget. As you can see from page three of the report, the change process will be ongoing over the next several years.

The Review Process:

Review teams will be given detailed mandates, in-service, and will be encouraged to get local input and investigate program in other cities. The focus will be to determine in a detailed way what opportunities students currently have in our system, identify any gaps between that program and the belief statement, definition, and model shown on pages four and five and make recommendations to the Steering Committee.

Current Program:

A summary of Mr. Lee's involvement with students this year is shown on page nine with the details on pages ten and eleven.

The 1989-90 Year:

In the upcoming year the review process will be completed, a formal report will come to senior management, and hopefully approval will be granted to proceed with the development stage of the process. It is important to note, however, that although the process moves slowly at a "system" level, a number of revisions were made in program this year and several creative new ideas are ready for pilot in the 1989-90 school year, both at the subject level and the school level (eg. page seven, grade seven history).

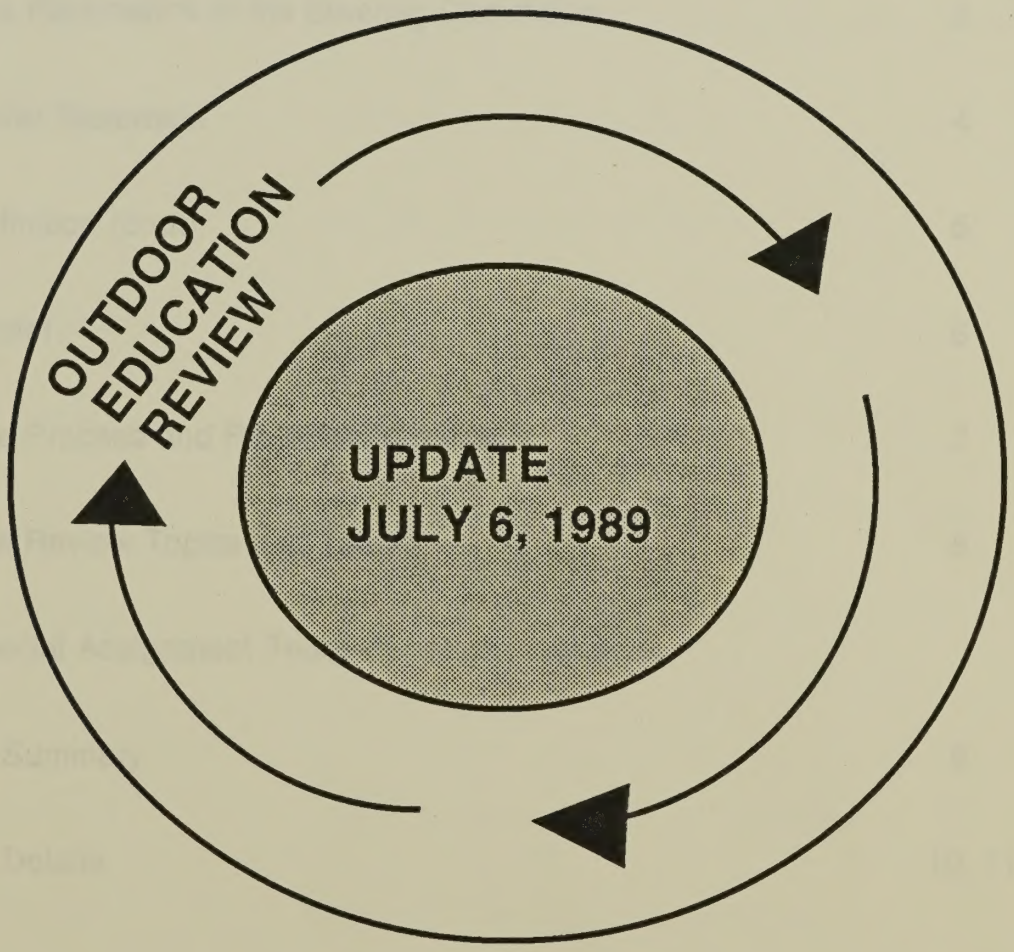
Recommendation:

That the update on outdoor education, grades 6 - O.A.C. be received for information.

Prepared by: Jack Lee, Special Assignment Teacher
Gail Rappolt, Assistant Superintendent of Curriculum

Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly,
Director of Education


OUTDOOR
EDUCATION
REVIEW
UPDATE
JULY 6, 1989

THE PLANNING PROCESS

OUTDOOR EDUCATION STEERING COMMITTEE MEMBERS

1.	Joan Bell	Hamilton Region Conservation Authority
2.	Judith Bishop	Trustee
3.	Frank Cooke	Co-ordinator of History
4.	Lee Currie	Vice-Principal, Sir Allan MacNab Secondary School
5.	Laura Dowling	Special Education, Briarwood
6.	Ken Drake	Principal, Bennetto Middle School
7.	Wesley Hicks	Trustee
8.	Rosaire Lavoie	Superintendent, French as a First Language
9.	Jack Lee	Special Assignment Teacher, Outdoor Education
10.	Dave Morrison	Department Head, Hill Park Secondary School
11.	Donna Quigley	Area Supervisor
12.	Gail Rappolt	Assistant Superintendent of Curriculum
13.	Ron Rieger	Teacher, Tweedsmuir Middle School
14.	Susan Wilson	Transportation Supervisor

THE MANDATE

STEP I Rationale

A. Purpose

The Board of Education for the City of Hamilton has a long standing commitment to Outdoor Education. The purpose of this Review is to provide a philosophical direction for Outdoor Education, and the framework for a comprehensive plan which will meet the present and future needs of Hamilton students in an effective and efficient manner.

B. Level of Review

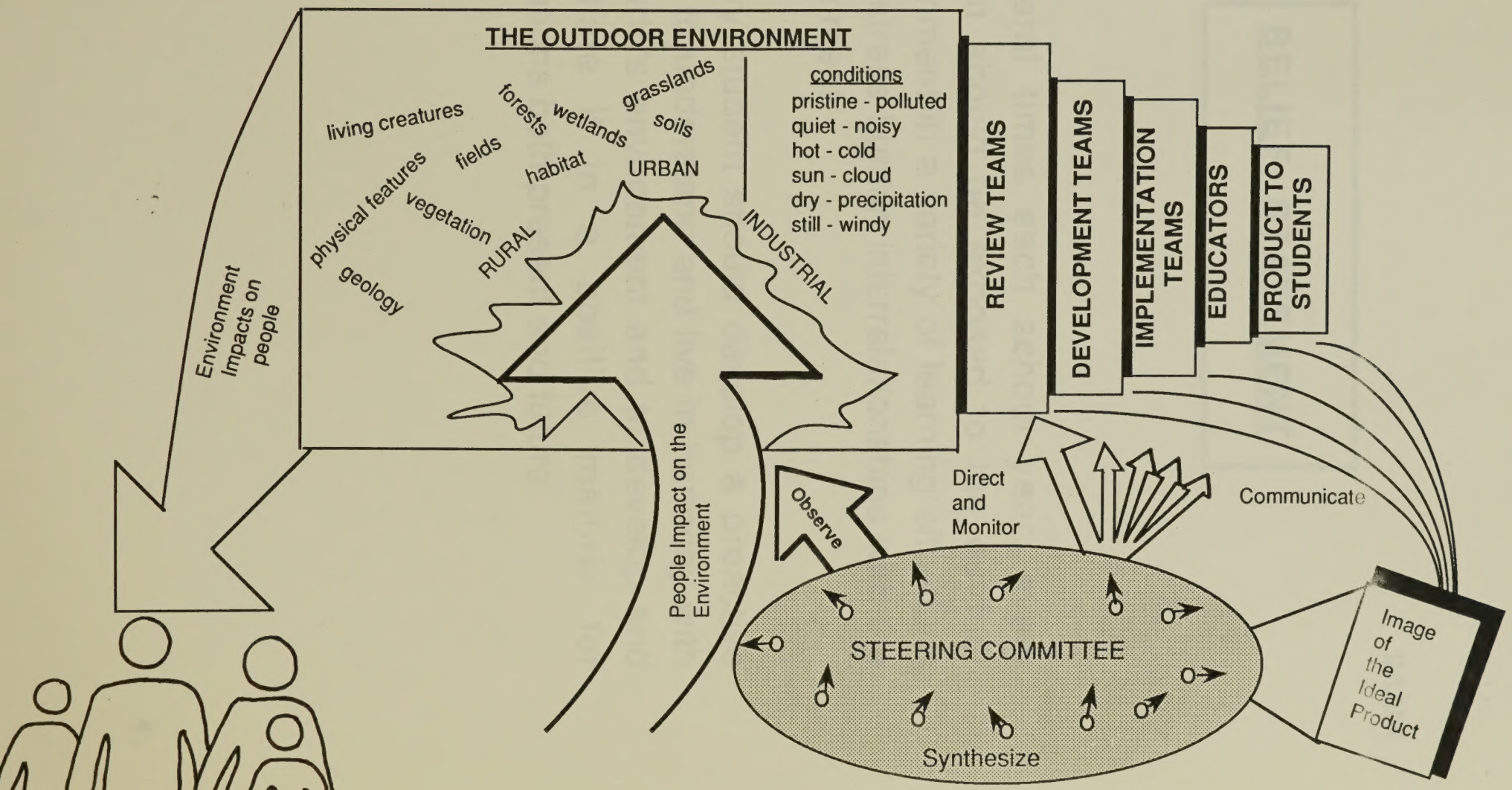
The Outdoor Education Review is a large scale review of programs and services required to meet the needs of students from levels 6 to Ontario Academic Credit (O.A.C.).

C. Triggers for the Review

1. Concern for the environment is growing and there is a need for education to be proactive.
2. There is a need to review outdoor education programming within the context of The Goals of Education, with special attention to goal number 12. (Appendix 1)
3. New curriculum guidelines issued by the Ministry of Education suggest new directions for the role of outdoor education in curriculum delivery.
4. There is a need to provide consistent outdoor education opportunities for all students, consequently the following issues need to be examined:

    - equal curriculuar and co-instructional opportunities for all students
    - cost to students
    - attitude and response of administrators and teachers
    - level of participation by schools in specific outdoor education programs identified as essential to the best interests of the students
    - level of student participation in outdoor education curricular experiences
    - special school, area and system programs and themes

Parameters of Outdoor Education and the Role of the Steering Committee in the CRDI Process



DRAFT

BELIEF STATEMENT

Several times each school year, every student should be exposed to the outdoor environment in a variety of learning situations which stress human interrelationships with the environment.

Every student should develop a proactive desire to understand and live in harmony with the earth's environment and to develop and remediate it in a positive manner for generations both present and future.

DRAFT

DEFINITION

Outdoor Education

Outdoor education is an experiential process of learning by doing, which takes place primarily through exposure to the out-of-doors. In outdoor education, the emphasis for the subject of learning is placed on relationships concerning people, the outdoor environment and natural resources.

This definition of outdoor education is founded upon eight major points.

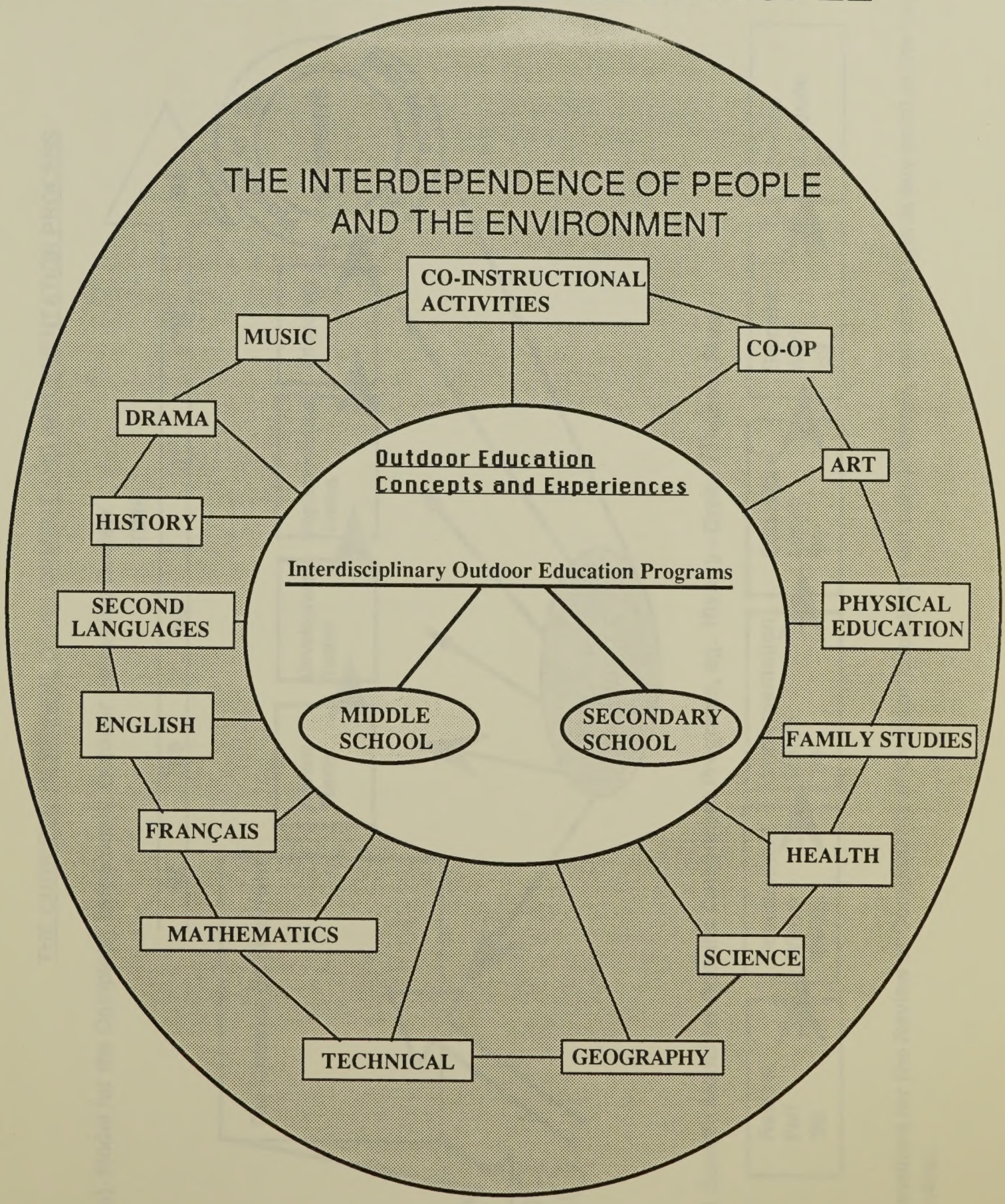
Outdoor education:

1. is a method for learning;
2. is experiential;
3. takes place primarily in the outdoors;
4. requires use of all senses;
5. involves the three domains of learning;
6. raises student awareness of a spiritual feeling experienced when in contact with the outdoors;
7. is based upon interdisciplinary curriculum;
8. involves relationships between people and natural resources.

Adapted from;

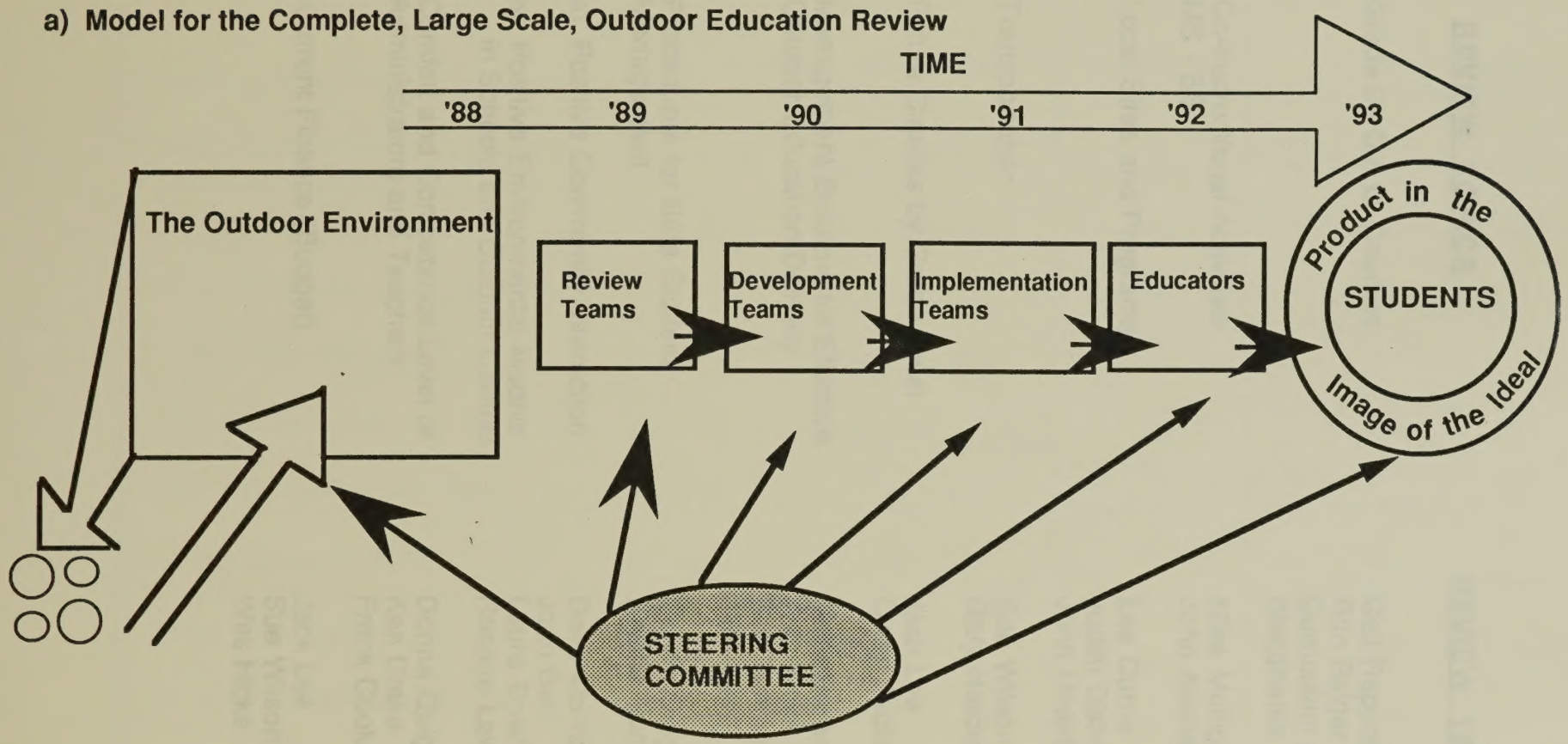
REFERENCE: Priest, Simon (Winter, 1986). "Redefining Outdoor Education: A Matter of Many Relationships."*Journal of Environmental Education.*

OUTDOOR EDUCATION MODEL

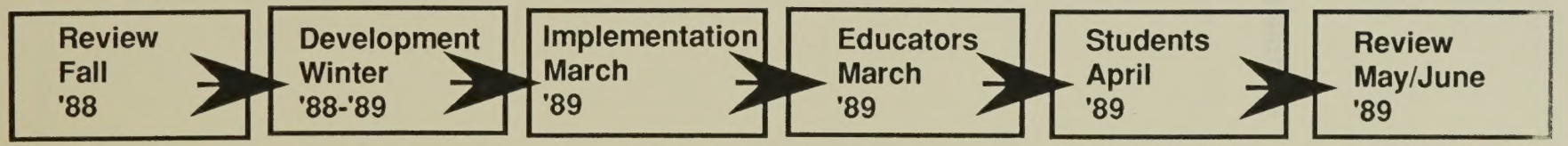


THE CURRICULUM REVIEW, DEVELOPMENT AND IMPLEMENTATION PROCESS

a) Model for the Complete, Large Scale, Outdoor Education Review



b) Sample Model for Specific Component Programs, eg. History - Grade 7 Pioneer Study



Timelines for the Review of Components of Outdoor Education will vary in length and may begin at any point in the large scale review.

OUTDOOR EDUCATION

REVIEW TOPICS	REVIEW TEAMS
1. Grade 6 - O.A.C. Courses	Gail Rappolt Ron Reiger Curriculum Co-ordinators or designates
2. Co-Instructional Activities MS - SS	Mike Mulligan John Aikman
3. Local Sites and Programs	Lee Currie Judith Bishop John Heaslip
4. Transportation	Sue Wilson Gary Hardman
5. Future Classes by Grade Level	Jack Lee Owen Jackson
6. Management Systems for Effective Outdoor Education Delivery	Dave Brown Wes Hicks Bill Campure Jack Lee
7. Procedures for Safe Student Management	Donna Quigley Neville Nunes
8. a) Positive Community Interaction	Dave Morrison Joan Bell
b) Positive Environmental Models in Schools and Outdoor Centres	Laura Dowling Rosaire Lavoie
9. Comfort and Competence Level of Administrators and Teachers	Donna Quigley Ken Drake Frank Cooke
10. Current Finance (Budget)	Jack Lee Sue Wilson Wes Hicks

SUMMARY OF OUTDOOR EDUCATION SPECIAL ASSIGNMENT TEACHER'S WORK (1988-89)

OUTDOOR EDUCATION REVIEW	OUTDOOR EDUCATION PROGRAM			
RESULTS TO JUNE, 1988	CHRISTIE		OTHER SPECIAL ASSIGNMENT ACTIVITIES	
	NUMBER OF CLASSES	PROGRAMS	NUMBER	PROGRAM
• established a quality Steering Committe	31.5	Art - Elementary	7 classes	General elem. varied locations
• determined process stages for a large scale outdoor education review from beginning to end	13	Art - Secondary	1 group	Professional Dev. at other locations
• belief statement re: outdoor education	1	English - Elem.	6 events 643 students	Extracurricular Score Orienteering - Elementary
• outdoor education model	15	General - Elem.	20	Equipment Loans
• rationale for review	2	General - Sec.	121 trip applications	Outdoor Education Trips Processed for approval
• role of the steering committee	49	History - Elem.	32	Interviews as part of review
• review topics established	1	Mathematics - Sec.		
• process for reviews determined	20.5	Phys. Ed. - Elem.		
• review team leaders established	9	Phys. Ed. - Sec.		
• in-service for review teams planned	1	Science - Elem.		
• timelines for reporting established	62	Secondary		
• data collection started	15	Special Ed.		
	6	Professional Dev.		
	Total 226	**5566 Students**		

DETAILS OF SPECIAL ASSIGNMENT TEACHER'S WORK (1988-89)

I. Class and Student Statistics

A. CHRISTIE OUTDOOR EDUCATION CENTRE

September, 1988 - June, 1989			September, 1987 - June, 1988		
Month	Classes Taught	Total Students	Month	Classes Taught	Total Students
September	28	594	September	27	
October	23	587	October	32	
November	6	140	November	33	
December	0	0	December	19	
January	7	153	January	28	
February	25	591	February	37	
March	10	240	March	32	
April	43	1060	April	30	
May	46	1193	May	38	
June	38	982	June	33	
	226	5566		309	

B. CLASSES AT OTHER LOCATIONS

Classes Taught	Total Students
8	122

II. Subject Area Statistics

A. CHRISTIE OUTDOOR EDUCATION CENTRE

SUBJECT AREA	GRADE	NUMBER OF CLASSES
Art	6	28.5
	8	3
	SS	13
English	MS	1
History	7	49
General	JK	2
	6	11
	MS	2
	SS	2
Mathematics	9	1
Physical Education	6	6
	MS	14.5
	SS	9
Science	MS	1
	9	2
	10	60
Special Ed.		15
P.D.		6
		226

B. CLASSES AT OTHER LOCATIONS

General	3	1
	Jr	6
P.D.		1
		8

AGENDA

DEVELOPMENT COMMITTEE

1989 09 07

Confirmation of the minutes of the 1989 07 06 meeting and special meeting of 1989 07 20.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Literacy Centre

NEW BUSINESS:

1. Update - Family Violence: TriBoard Project
2. Update - Crisis Response Team
3. OPSBA Updates
4. Year Round School Year - requested by Trustee Deans

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Option Choices, Smaller Secondary Schools - requested by Trustee Allen

AGENDA

DEVELOPMENT COMMITTEE

1989 09 07

Confirmation of the minutes of the 1989 07 06 meeting and special meeting of 1989 07 20.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Literacy Centre

NEW BUSINESS:

1. Updates - (a) Family Violence: TriBoard Project
   - (b) Crisis Response Team - **Pages 1 to 15**

2. OPSBA Updates

3. Year Round School Year - requested by Trustee Deans - **Pages 16 and 17**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Option Choices, Smaller Secondary Schools - requested by Trustee Allen

I

100 Main Street West
Hamilton, Ontario
1989 09 07

To The Chairman and Members
Development Committee
Hamilton Board of Education

RE: Family Violence Prevention Project and Crisis Response Team

Reports on the above two projects are presented to the Development Committee for information and update. They are projects that have been initiated over the past three years based on identified school and community concerns. They are examples of cooperative school and community efforts developed within the Hamilton-Wentworth community with involvement of various Ministries, School Boards and Community Agencies to deal with major issues based on expressed concerns by educators and community groups.

Recommendation

That the reports on the Family Violence Prevention Project and Crisis Response Team be received for information.

Prepared and Submitted by:

S. Barrs, Consultant, Values Education
W. Elgie, System Consultant, Adjustment Services
J. Yurkiw, Assistant Superintendent, Special & Education Services

Approved by:

K. A. Rielly, Director of Education

Family Violence Prevention Project

The Board of Education for the City of Hamilton, in conjunction with the Hamilton-Wentworth Roman Catholic Separate School Board and the Wentworth County Board of Education are working jointly with the member agencies of the Community Child Abuse Council of Hamilton-Wentworth to develop the Family Violence Prevention Project. The focus of the project is to:

- develop a K - O.A.C. life skills holistic family violence prevention curriculum
- develop a Handbook on all aspects of the topic of family violence to serve as a resource document for school personnel, community agencies, health care professionals, parents, volunteers...
- offer inservice training to school personnel

The Family Violence Prevention Project has four employees, housed at Lloyd George School, under the direction of Steve Barrs.

Curriculum Initiatives:

A formal review of curriculum related to the topic of family violence from within the 3 local school boards and from other jurisdictions has been completed. The final report and recommendations are available in an 80 page document entitled "A Review of the Current State of Family Violence Prevention in the Hamilton-Wentworth Schools." Based on the recommendations of the review, and the needs identified initially by the Community Child Abuse Council, a life skills holistic family violence prevention curriculum for K - O.A.C. will be developed.

The Handbook for the Caregiver on Family Violence Prevention:

With the addition of two summer writers, the development of the Handbook Chapters has been progressing well. To date the completed chapters include: ***An Introduction to Family Violence; Spouse Abuse-An Overview; Spouse Abuse-Prevention, Intervention, Postvention; Elder Abuse-An Overview; Elder Abuse-Prevention, Intervention, Postvention; Role of the Schools; The Role of Teachers in Dealing With Family Violence; and, Family Violence in the Literature.*** Several other chapters are presently being researched. The process of involving the community in scrutinizing each chapter and making the appropriate revisions will take place during the 1989 - 1990 year.

Inservice Training and Pamphlet:

A pamphlet on the topic of family violence and a Workshop Series entitled "Working Together To Prevent Family Violence" has been developed. The pamphlet and flyer outlining the workshop series will be distributed to all school personnel within the three Boards of Education. The workshops will be presented over seven sessions, in two series: one series will be strictly 4:30 - 8:00 p.m. and the second series will be split between 4:30 - 8:00 p.m. and 12:30 - 4:00 p.m. for those staff who are able to get release time. The topics will include child abuse, spouse abuse and elder abuse and will involve a variety of community experts and a co-operative learning format. The workshop is limited to 30 participants for each series. The pamphlet and flyer will be distributed throughout the Boards in mid September and registration will be on a first come first serve basis.

For information about the Family Violence Prevention Project contact Steve Barrs at 527-5092 ext. 437 or the Project Staff at 549-1353.

CRISIS RESPONSE SUPPORT TEAM

A crisis is an unexpected event that cannot be prevented which causes deep and emotional reactions. If such reactions are not addressed and a resolution facilitated in a healthy manner, complex feelings may be transformed into academic regression, depression, and nightmares. Research indicates that a crisis is not an isolated matter, but does have impact on the school and family as well. To this end, the school has some responsibility to assist those students who are affected by the loss of a fellow student, staff member or family member.

To assist the principal and staff in the event of a loss through death which has an impact on the school, the **PRINCIPAL'S GUIDE TO CRISIS RESPONSE** has been developed. It is hoped that this document will be a practical resource for dealing with any tragic event. The Crisis Response Checklist on page one provides a quick overview of the Guide. A copy for your school is enclosed.

A team of specially trained system personnel is available to assist the principal in a school situation in a time of crisis. Contact may be made with any team member listed on the last page of the Guide to discuss the crisis and obtain advice and assistance. If deemed necessary, the team member(s) may be requested to attend.

The basic objectives of the Crisis Response Support Team are to:

- **respond immediately on request of the principal,**
- **act in an advisory capacity,**
- **assist in returning the school to as normal as possible,**
- **identify those who may be in need of further monitoring or intervention.**

Team members are available to speak at Area Meetings in order to clarify the role and functioning of this volunteer support service.

WEE/zm

A PRINCIPAL'S GUIDE TO CRISIS RESPONSE

88.09.30

CRISIS RESPONSE CHECKLIST

Collect information on the tragic event:

- details of event
- people affected
- emotional status of school
- wishes of family

Communicate information to:

- Superintendent of Schools
- staff and students
- parents (if deemed necessary)

Use:

- meetings
- P.A.
- letters
- press (if requested, only on permission of family)
  Caution: Watch statements if an accident in school (may be basis for a possible legal action)

Bereavement responses:

- funeral
- assembly
- memorials or tributes
  . lower flag
  . yearbook
  . awards
- Students and staff in difficulty
  . day of tragedy
  . memorial or funeral day
  . weeks later

Handling Grief with Students and Staff:

- support (direct and indirect)
- discussions (individual, group, class)
- permission to grieve acknowledged and managed
- encourage the person to review his/her life with the deceased
- encourage the person to talk about his/her feelings with someone who can look at reality more objectively
- ask questions about specific experiences the person had
- listen. Allow expression of grief rather that being too quick to reassure
- encourage tears and cry with them
- be empathetic as well as sympathetic
- be realistic when giving reassurance
- link to outside school support

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

Purpose

It is hoped this document will provide a simple and practical guide to the principal and staff facing problems that accompany a tragic event which impacts on the school. **At all times, the principal is the person in charge.** A specially trained Crisis Response Support Team is available to help. A principal wanting help may call a team member to discuss the crisis and/or request assistance from the Crisis Response Support Team.

Crisis Response Support Team

The team consists of staff volunteers, (principals, vice-principals, guidance and special services personnel, teachers and secretaries), who are trained and experienced in responding to crisis events in our system. The principal in consultation with a team member may request that one or more team members attend a meeting in the school or provide direct assistance.

Organization of Document

Part I	**General Information**	(white)	Preparing for the response.
Part II	**Response Guideline**	(blue)	Detailed response checklist.
Part III	**Crisis Response Support Team**	(pink)	Contact information and membership list.

Major Tasks

(1) Collecting information about the event
(2) Communicating information to staff, students and others
(3) Managing the school and making necessary changes
(4) Secretarial duties - telephoning, scheduling, typing and duplicating, etc.
(5) Organizing commemorative actions
(6) Post event concerns

Procedure

(1) An event occurs which has a crisis effect on the school.
(2) The principal determines an appropriate course of action:
    (a) Handle the situation internally following the guideline in Part II (blue)
    (b) Call a member of the Crisis Response Support Team to discuss the crisis, and obtain advice. See Part III (pink)
    (c) Invite the Crisis Response Support Team by calling a member and requesting assistance. See Part III (pink)

The principal should delegate as many of the tasks outlined in Parts I and II as possible in order that he/she can make decisions and be available for consultation. The principal should walk about, listen, give assurances, etc.

Collecting Information

Current accurate information must be available to assist decision making by those responding to the crisis. It is recommended that the principal delegate tasks wherever possible.

Sources:

Family/Parent/Guardian _____ Records (OSR or Teacher Files) _____

Staff _____ Police/Hospital _____

People Involved/Witnesses _____ Other _____

Information needed:

- details of the event
- people directly affected
  - family
  - close friends
  - staff
  - students
  - community
- current situation in the school

- contact information from records
  - names
  - telephone numbers
  - addresses etc.

- to change school or class schedules if necessary

- wishes of the family -- for details refer to pages 8 and 9.

- other relevant information
  - a list of close friends
  - timetable
  - locker number

Based on the information collected, the principal should review the situation with a small group of staff.

. Does the situation warrant seeking advice from the Crisis Response Support Team leader or calling in the Support Team?

Yes - move to Part III (Pink)

No - proceed to Part II (blue)

The principal as the person in charge may designate the following:

Task	**Assigned to**
1) A **Co-ordinator** who is totally aware of the overall response plan (may be the principal)	_____
2) A **Secretary** to:	_____

. answer the telephone and direct calls to appropriate staff

. inform: the Superintendent of Schools, and/or Associate Director, who should inform Adjustment Services, Personnel, Information Services, Trustees etc. where applicable.

. arrange meetings of the co-ordinator as required with people like the media, parents, trustees, etc.

. type letters that are required immediately in response to the event. for example: letters informing officials of a dangerous condition, or letters of sympathy.

. type bulletins and announcements that may be needed for internal communication with staff and students over the P.A., at an assembly, for pickup or distribution, and official statements for release to the media or to be given over the telephone.

.

.

3) A **Communications Officer** who will be the official source of information _____

(a) To Staff

. current, accurate information about the event

. decisions regarding continuation or changes of routine

. commemorative plans like
- assemblies
- memorial funds
- funeral arrangements

. people who have responsibilities related to the event

. what to do in a situation that has arisen

. determine those closest and most likely to be affected

. a moritorium on curriculum/classes may be necessary to address the grieving concerns of the school

(b) To Students

. bulletins giving current, accurate information about the event

. bulletins regarding continuation or changes of routine

. available resources - (determine those closest, most likely affected and communicate this information directly through appropriate staff member)

. commemorative information

. involve student council in planning and informing students

.

.

(c) To Parents in the Community

. message given by the secretary over the telephone

. written notices sent home (if appropriate)

.

.

(d) Police/Hospital Witnesses

. this task should be left to one of those previously involved in collecting information

.

.

(e) Press Releases

. low key, simple, factual

. release of a picture with family's permission

. historical information pertinent to the event

. possible steps taken to prevent a reoccurrence

. commemorative plans

.

.

(f) Other Schools

. if a sibling has brothers and sisters in another school notify the school

. if a staff member passed away ask area offices to notify their schools

.

.

(g) Outside Agencies

. Public Health Nurses' Bereavment Team (528-1441)

. Other

.

.

4) One staff member to act as **liaison with the family.** _____

Determine the wishes of the family regarding:

. release of picture

. release of information

. release of personal property

. funeral arrangements
  . church
  . religion
  . culture

. types of assistance which may be offered to the family:

- identification
- transportation
- photograph
- notification of relatives, friends, others
- contact information, e.g. benefits officer
- legal assistance
- agency assistance
- cancelling appointment
- memorial arrangements
- _____
- _____

5) A staff member to assist in the **administration** of the school during the response period. This person makes decisions regarding the operation of the school and communicate those decisions through the communication officer. _____

. relieve teachers affected using teachers known to the students to cover classes
. arrange counselling for students
. adjust school schedules, seating plans, class lists, etc.
. properly withdraw a deceased student from the roll, ensuring the computer record is properly adjusted
. attend to individual situations as they arise - personal property, lockers, desks, etc.
.
.

(6) **A Commemorative Actions Chairman** to develop an appropriate program which may include: _____

. lowering of the flag

. funeral arrangements

. memorial service

. memorial fund

. yearbook entry

. display in the showcase or focal area

. donations/flowers, etc.

.

(7) A person to **monitor present and future student, staff, class reaction to the event** _____

. refer identified cases needing assistance

Guidance Services	Adjustment Services	Employee Assistance Program
Social Workers	- medical referral - individual/family counselling - community counselling	- confidential counselling and referral - telephone 525-4203

. update the co-ordinator on the situation in the school

.

Note: After managing the crisis for several hours without assistance from the Crisis Response Support Team, if the principal should feel that more support is necessary he/she should call a Support Team member.

A principal who elects to involve the Crisis Response Support Team in order access the expertise available in coping with crisis events need only phone a Crisis Response Support Team member listed below. Other team members and resources will be mobilized according to assessed needs.

Crisis Response Support Team Members

Team Member	Position	Location/School	School Phone	Home Phone
Gillian Anchel	Consultant - Psychological Services	Education Centre	527-5092 x 449	648-1942
Steve Barrs	Consultant - Values Education	Education Centre	527-5092 x 386	648-8004
Pat Binkley	Secretary - Adjustment Services	Education Centre	527-5092 x 509	388-6516
Chas. Boecker	Principal	A.M. Cunningham	544-7771	389-1642
Lesley Cunningham	Consultant - Adjustment Services	Area #2	527-5092 x 506	647-2491
Trish Donnelly	School Social Worker	Queen Mary	547-0321	632-1729
Mardy Eedson	Teacher	Barton	389-2234	648-0187
Wayne Elgie	Consultant - Adjustment Services	Education Centre	527-5092 x 369	336-0886
Gail Glenny-Burke	School Social Worker	Dr. Davey/Tweedsmuir	522-2175	385-4396
Cathy Hillgren	Guidance Counsellor	Elizabeth Bagshaw	561-9520	547-4616
Bruce Mair	Supervisor	Area #5	527-5092 x 465	648-6535
Gladys Patch	Consultant - Psychological Services	Education Centre	527-5092 x 359	332-3455
Dan Scarrow	Principal	James MacDonald	385-3267	561-7585
Paul Simpson	Vice Principal	Sherwood	383-3377	527-7240
John Smith	Guidance Counsellor	Ryerson	528-7975	634-4126
Brian Snell	Vice Principal	Tweedsmuir	522-9276	525-9696
Jim Wilson	Vice Principal	Westdale	522-1387	383-6563
Helen Zamfir	Guidance Counsellor	Tweedsmuir	522-9276	627-4107

When the Response Team arrives the principal, staff members involved to date and Team members should meet to review all information collected and plan a course of appropriate action.

Note - The Team members are present **in an advisory capacity only,** and will assume active roles only as requested by the principal.

The Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1989 09 06.

To the Chairman and Members,
Development Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: YEAR-ROUND EDUCATION

The second report of The Select Committee on Education for Ontario (Dianne Poole, M.P.P., Chair) was released in June, 1989. The committee was set up in February, 1988 to investigate Year-Round Education.

The majority of data regarding "Year-Round Education" (Y.R.E.) is from Western United States (Utah and California). U.S. experts were asked to make presentations to the Committee. In addition, the Committee received several briefs from Ontario education, labour and community organizations.

The committee recommends that:

1. The Ministry review the Education Act and its regulations to ensure that boards have the required flexibility to adjust semester lengths and make minor variations in the length of the school year or day.

2. The Ministry allow for, facilitate and assist in funding a representative sample of year-round pilot projects. Proposals for pilot projects must clearly identify the educational objectives of the planned changes, build in systematic research and evaluation of the changes and their effects and include processes for community consultation.

3. The Ministry of Education set out a protocol for boards to follow when considering changes to the school year. This would include a provision that full consideration with parents, teachers and community groups must take place.

In response to the Second Report, The Canadian Imperial Bank of Commerce had Telepoll Research Limited do an opinion poll amongst 1,462 Canadians across Canada (reported accuracy is within 2.6% 19 out of 20 times).

Two questions were asked: (a) Would you prefer to see schools opened year-round with shorter vacation periods?

(b) Would you like to keep schools closed during the summer?

The results of the survey were as follows:

	NATL.	ATL.	QUE.	ONT.	PR.	B.C.
Year-Round Education	24%	10%	12%	37%	19%	30%
Closed Summers	72%	87%	86%	59%	78%	65%
No Opinion	3%	3%	2%	4%	3%	5%

.....2

.....2

Mr. Harold Brown, committee clerk for the Select Committee on Education, has been asked for any further information which becomes available as a result of the work of the Select Committee.

Recommendation:

That this report be received for information.

Prepared by: W. Ferris
Submitted by: A. L. Stockwell
Approved by: K. A. Rielly

AGENDA

DEVELOPMENT COMMITTEE

1989 10 05

Confirmation of the minutes of the 1989 09 07 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from Officials re: Option Choices - Smaller Secondary Schools (requested by B. Allen) - **Pages 1 to 11**

NEW BUSINESS:

1. Middle School - A Strategic Plan For the 90's. - **Pages 12 to 21**
2. Update - Race Relations
3. Update - Drug and Alcohol Abuse - **Pages 22 to 52**
4. OPSBA Updates

I

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 09 28

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Availability of Program in Small Schools

The following materials are presented in response to the request for information on the impact of shrinking enrolment on availability of program in our secondary schools.

(a) Composite Program Plan, November 1988 (Appendix A) (blue)

(b) Defining Terms:
Instruction, Program, Program Offering, Program Availability (Appendix B) (yellow)

(c) Dropping Enrolment Means Kids Attend 2 Schools -- Article from The Hamilton Spectator, Friday, September 22, 1989 (Appendix C) (pink)

These materials will be elaborated on in the meeting, and questions will be received.

RECOMMENDATION:

That the report be received for information.

Prepared and Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum

Approved by: Keith Rielly,
Director of Education

COMPOSITE PROGRAM PLAN

1989-90

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

November 11, 1988

COMPOSITE PROGRAM PLAN 1989-90

SUBJECT: *Business Studies*

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.				BMR4GL NGD4GL	
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.			Courses not selected in Row B plus: BDE3A	Courses not selected in Row B plus: BIT4G BSH4G	
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.	BIB1G	BAI2G BKA2G	EBS3G Four of: BAC3A BCS3GL BMK3G BPC3G BPT3A BSI3G BSH3G or BSN3A or BSN3G	Three of: BAA4G BKW4G BMR4G BOS4G BPS4A	BAC0A
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	BKI1G			Practice Office or Marketing Store	

COMPOSITE PROGRAM PLAN 1989-90 **SUBJECT:** *English*

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.	ADA1A1		ADA3AF		
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		ENS2G	ADA3A	ADA4A ASE4G EWR4A	ADA0A EWC0A ELI0A
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.			ADA3G EBS3G or ENG3G5 (Whichever is not offered in Row A)	ADA4G	
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	ENG1A ENG1B ENG1G	ENG2A ENG2B ENG2G	ENG3A ENG3A5 ENG3G ENG3G5 or EBS3G	ENG4A ENG4G	ENG0A

COMPOSITE PROGRAM PLAN 1989-90

SUBJECT: *Family Studies*

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.			NZF3GC NZF3GD TPX3G1 TPX3G2 TPX3G3	NZF4GC NZF4GM + Co-op TPX4G1 TPX4G2 TPX4G3 TPX4G4	
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.	NFG1A NMT1G1 Decision-making to involve Principal, Guidance Counsellor and Learning Resource Personnel*		NFD4A NFD4G NMT3GC		
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		NMT2A NMT2G	NFI4A NFI4G NMT4G		
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	NFG1G		NFB3A NFB3G		NFO0A

* Primarily for students having difficulty organizing themselves and resources when entering secondary school. To be taken on individualized basis.

COMPOSITE PROGRAM PLAN 1989-90

SUBJECT: *Languages*

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.	Immersion FIF1A HCT1AF SNC1AF	Immersion FIF2A GCA1AF MAT2AF	FIF3A FIW3A ADA3AF HSC3AF		Immersion FIF0A (Odd Sept.) FIG0A (Even Sept.) VLG0A (Odd Sept.) VLT0A (Even Sept.)
		LEI2A		LEI4A	LEI5A
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		LCL2A or LEG2A	Senior Division LCL3A or LEG3A		FSG0A LEG5A
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		FSF2G	Senior Division LCL3A or LEG3A		
			FSF3G	FSF4G	
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	FSF1A FSF1G	FSF2A LCL2A or LEG2A			FSF0A
			FSF3A	FSF4A	

COMPOSITE PROGRAM PLAN 1989-90

SUBJECT: *Mathematics*

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.		MAT2AF			
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.					MCA5A MRF5A MAL5A (First semester only)
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.			MTB3G or MTT3G (Whichever is not offered in Row A)	MTB4G or MTT4G (Whichever is not offered in Row A)	MFN0A
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	MAT1A MAT1G MTW1B	MAT2A MAT2G MTW2B	MAT3A MTB3G or MTT3G	MAT4A MTB4G or MTT4G	MAG0A MCA0A

COMPOSITE PROGRAM PLAN 1989-90 **SUBJECT:** *Music*

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.	AMS1A	AMS2A	AMS3A	AMS4A	
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.			AMK3G AMV3G	AMK4G AMV4G	
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.	AMU1A or AMA1A (Whichever is not offered in Row A)	AMU2A1 AMU2A2	AMU3A	AMU4A	AMU5A
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	AMA1A or AMU1A				

COMPOSITE PROGRAM PLAN 1989-90 **SUBJECT:** *Science*

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.	SNC1AF				SSO0A
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.					
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		SNC2A SNC2G	SBA3G SCA3G	SPA4G	SBI5A
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	SNC1A SNC1G		SBI3A SCH3A One General Level Science from: SBA3G SCA3G SPA4G	SPH4A	SCH5A SPH5A

DRAFT

Appendix B

Defining Terms

Quality of Instruction

- The effectiveness of the learning environment, teaching and evaluation strategies.

Quality of Program

- The relevance and appropriateness of the curriculum materials and resources to the age of the students.
- The degree to which the curriculum is current, meets Ministry requirements and board policy and goals.

Program Offering

- The courses or programs offered in a department, school, area or board.

Program Availability

- The degree to which an individual student can access the program he or she desires.

THE HAMILTON SPECTATOR

Friday, September 22, 1989

Dropping enrolment means kids attend 2 schools

By CHRISTINE COX
The Spectator

NANCY LAETSCH will be a student at two high schools next semester — Delta and Scott Park.

Nancy, 16, doesn't really want to commute between two schools, but it's the only way she can take the courses she wants. She'll spend the morning at Delta, then catch a bus to Scott Park for a German class.

Because of shrinking enrolment, some city secondary schools can't offer as many courses as others.

That bothers Ward 3 Trustee Bert Allen, who has asked board of education officials for a report on how this is being handled. The issue is one of fairness and equity, said Mr. Allen.

What bothers him is the possibility high school students in some parts of the city do not have the same access as others to a wide range of options.

High school students commute between classes

It's a problem in the smaller schools, especially at the senior and advanced level, says Delta principal Murray Kilby.

If, for example, there is only one class of grade 12 music or French, timetabling conflicts may narrow the student's choices. The problem is less likely to arise in a bigger school, with more than one class in those subjects.

Although still larger than most high schools in Ontario, Delta's enrolment of under 800 makes it the smallest composite secondary school in the Hamilton system.

Sometimes the solution is a stacked class — one combining two grades, or two levels of difficulty. That works better in some subjects than in others.

Another solution is for students to take courses at two schools, as Nancy Laetsch will be doing next semester to get an Ontario Academic Course (grade 13) in German.

"Of course, I would prefer not to be doing this, but if it's my only alternative I'll do it, because I want to take German in university," said Nancy.

Now in her fourth year at Delta, Nancy didn't want to switch schools. "It's too much stress. The whole social situation would change," she said.

Chris Herman, 18, is changing schools — but very reluctantly. Instead of finishing off grade 13 at Delta, Chris will transfer to Sherwood Secondary School for the final semester.

Delta doesn't have the university-entrance courses he wants in drama and writing. "It sort of bothers me," said Chris. "I have a lot of friends here that I'll be leaving."

Often students will drop a subject rather than change schools.

Rae Ellen Duncan, 18, is disappointed she can't take an OAC course in physical education next semester at Delta, but she's staying.

"I love it; it's a great school," she said, adding she doesn't need the phys-ed credit for university. It was available this semester, but in the same time slot as her calculus class.

Art Sebastian, head of guidance at Delta, guesses there are about a dozen Delta students taking some courses at other schools.

He suspects the number would be higher, but for the inconvenience of getting back and forth. Students are responsible for their own transportation.

Last year, there were so many timetabling conflicts, the guidance counsellors interviewed about half the school again. Some students had to be interviewed three or four times.

Scott Park, which began the school year with about 930 students, faces similar problems. So does Sir Winston Churchill, with 920.

Don Thorne, principal at Scott Park, said the school does its utmost to avoid cutting programs. "We really bend over backwards to try to keep them going, even though the numbers may be small."

Head of guidance Keith Goodfellow said Scott Park couldn't offer grade 13 French this year, because only two students wanted it. He thinks the two girls involved will probably sign up for French at night school.

Although principals will allow senior students to take evening classes if necessary, that may be difficult for students with part-time jobs.

1989 10 05

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Middle School: Strategic Plan for the 1990's

Background:

Since the early 1980's, various committees in our system have been exploring the "Middle School" as a direction. Over the past decade much has been written in Canada, Great Britain and the United States about the student ages 11-14. Sometimes these students are referred to as "Middle Level Learners", as "the Student In Between" or as "Transescents".

1986 - 1989 — Summary of Events:

After much study and considerable review of what is already going well in our schools, the Middle School Task Force presented a Strategic Plan to Senior Management last spring which was reviewed, modified and approved in principle. This document allows for the development of school, area, and department plans focussed on common set of beliefs and understandings.

Details:

Please find attached for your information

(a) an article from the Hamilton Spectator from 1940. (Appendix A)(blue)
(b) a brief outline of the Middle School Strategic Plan (Appendix B)(yellow)
(c) Middle School Staff Development plans for the 1989-90 school year. (Appendix C)(pink)

Recommendation:

That the report be received for information.

Prepared by: Marg Schneider,
Middle School Consultant
Gail Rappolt,
Assistant Superintendent of Curriculum.

Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum.

Approved by: Keith A. Rielly,
Director of Education.

From Senior Schools to Middle Schools

Below is an excerpt from The Hamilton Spectator (November 15, 1940) outlining a bold new step taken by the Hamilton Board of Education fifty years ago at Ryerson School.

SENIOR PUBLIC SCHOOL IDEA WORKING OUT SUCCESSFULLY

Ryerson Experiment, Second of Its Kind in Ontario, Bridges Gap Between Primary and Secondary Education

After two months in operation, Ryerson senior public school—the second of its kind in Ontario—can announce proudly that its experiment seems to be working even more successfully than was expected when the idea was first broached. Started by the Board of Education under the chairmanship of Dr. W. L. Whitelock, and with W. A. Cavanagh as principal, the new scheme is being praised throughout the city, with the result that the formation of other senior public schools may soon be decided upon.

To Bridge Gaps

Stated baldly, the significance of the teaching plan in effect at Ryerson is to bridge the gap between public and high school—a gap so wide that many youngsters fail to bridge it successfully—and educational guidance. The plan of operation is somewhat as follows: All seventh and eighth grade students at the neighbouring schools, Central, Earl Kitchener, the former Ryerson public school and some from Hess, Queen Victoria and Strathcona, are sent to Ryerson senior public school for special work. Every afternoon the usual studies are in force but in the morning an entirely different curriculum is carried out. The boys take courses in manual training, woodworking in the shop at lathes, wood and metal machines, commercial training, and so on. The girls take art instruction, home economics, art appreciation, deportment, health education, music.

Would Have Chance

The idea as expressed by Dr. Whitelock is to guide the student into the proper educational channels when the time comes for him to decide whether to go to high school, commercial or technical schools. "In my opinion", said Dr. Whitelock, "too many students proceed to high school for courses for which they are not suited. If a few more of these senior public schools are established in Hamilton, every student would have a chance to find out exactly what he likes best and exactly what he can do best. That is educational guidance which is very closely allied to vocational guidance. This system is of great value in another way also. It bridges the gap between public and high school. The change is often very great and many cannot make that change. Here there are more men teachers, there is more informality, and the students are taught to work things out for themselves. Their dormant initiative is encouraged."

A glance into any of the many class rooms was a revelation and was ample proof that the new system is one that should be encouraged. Perhaps the most interesting was that room devoted to the teaching of home economics. The large room was partitioned off into the various sections of the house. Here was a kitchen with modern sink, an electric refrigerator, a washing machine, ironing boards, everything that makes a kitchen at home. Here young girls were washing clothes, ironing and doing the many tasks they some day will do in their own homes. In another section was a dining-room table and here the young students were being taught how to lay a well-appointed table. Everywhere there was activity as girls sewed, washed, cleaned and ironed. All under the skilled instruction of Miss Sadie McNair, a specialist in the field. Only a glance was needed to see whether the girls were interested.

Lesson in Art

In another room a lesson in art was progressing. The first sight that struck the eye was a mural done by the students—and exceptionally well done it was. Everywhere there were efforts that won't be found anywhere else in a public school or, for that matter, a high school. Self-expression is encouraged and art appreciation is stressed. Here instruction is by Miss Marion Johnstone.

Deportment and phonetics are not ignored. Taught by Miss Elsie Wearne, speech and dramatics teacher, the pupils are taught how to behave politely and how to speak properly. The young lip-lazy Canadian is taught how to pronounce every word distinctly, with the result that it is hoped "cener" will soon become "centre". At one end of the class room is a small stage where the pupils make speeches—either prepared or extemporaneously—and where short plays are arranged.

Every class room has something out of the ordinary to display, even the "shop" where E. E. Parkhouse is in charge. True, work on various machines is taught—work one would think is stereotyped—but every pupil is given an opportunity to rely on himself, to work at something that he likes.

In the words of Dr. Whitelock, the teachers are trying to give the students not only a more complete and a more interesting senior school education than has been possible before, but, at the same time, trying to encourage them to form preferences and acquire adaptabilities for the most suitable form of secondary education. When the students graduate from Ryerson senior public school they will be more certain of their next step educationally because of the opportunities and experiences they have had.

Are the students happy in their work? Attendance is almost perfect.

MIDDLE SCHOOLS:
A Strategic Plan
For The 90'S

duplicate
in
~~green~~
yellow

MIDDLE SCHOOL MATTERS

September 1989

Rationale

Since middle school theory is based on human development and sound principles of learning, our commitment is to provide school program and operations designed specifically for students in transition between childhood and adolescence.

Many sound educational practices present in Hamilton schools, which are congruent with middle school theory, form a strong foundation for future development.

Since our goal is to develop students who understand themselves as self-directed, self-motivated problem-solvers, aware of both the processes and the uses of learning, the climate for learning and the instructional strategies employed are as important as the learning outcomes.

Beliefs

- Middle School teachers are knowledgeable about the characteristics of middle level learners and are committed to their education.

- The program carefully balances affective, psychomotor, and cognitive goals.

- A variety of organizational structures exist in the school.

- A full range of teaching strategies which encourage activity-based learning is employed.

- Exploratory activities including brief but intense interest-based electives are a part of the program.

- A comprehensive guidance program is present, and there is an adult advocate for each child who knows the student well and who gives individual attention through a home base.

- The staff is organized into teams who participate in common planning time — to share expertise, to co-ordinate their programs, and to monitor student progress;

- Assessment of student progress and achievement is continuous, cooperative, and comprehensive.

- Mutual respect and positive self-esteem for students and staff is developed in a warm, caring, and supportive environment.

Image of the Ideal: Priorities for Action

Three areas have been identified as priorities for action and will serve as a planning guide as we enter the design and development phase.

Staff Development

Program

School Management

The Design and Development Phase

The Design Team will use the Image of the Ideal (Staff Development, Program, and School Management) to develop a framework for systematic planning in each of the three areas.

Schools have been implementing a variety of middle school practices for the last 3-5 years. Over the next 12-24 months, the Design Team will use these initiatives together with the framework to convert broad images to objectives, to develop specific strategies, and to establish timelines.

The planning process in CRDI requires co-ordination between central functions (review and development) and area and school functions (implementation and maintenance). A plan must be developed that permits implementation at a designated pace. Area and school plans need to be consistent with the middle school priorities for action and the system plan.

We gratefully acknowledge and give thanks to those who have worked so hard to plan for and produce this document.

Gillian Anchel
Orv Burlanyette
Elizabeth Campbell
Eileen Collins
Andy Cranbury
Larry Evans
Patricia Gillie
John Henry
Bruce Hosking
Jim Illman
Ray Irvine
Barb Jepson
Joanne McIntosh
Gwen Mowbray
Dave Plant
Jim Reid
Gail Rappolt
Marg Schneider
John Smith
Jim Stewart
Stew Thompson
Bruce Wallace
Ed Weins

PLANNING FOR MIDDLE SCHOOL CONFERENCE

Volume #3
October 5, 1989

TO: TRUSTEES

Re: Staff Development for Middle School Teachers

Last November 4, Dr. Paul George spoke to all of our Middle School Staff about the need for change in the type of education we were offering to 11-14 year old students. This address was used by principals in planning their staff P.D. days throughout the spring of 1989.

We are very excited about the upcoming international conference in Toronto on Middle Level Education and Hamilton Middle School staffs are going to have a once in a lifetime opportunity to share in it.

- **On October 25 many conference attendees will be coming to Hamilton to visit our Middle Schools, meet our co-ordinators and see our curriculum documents.**

  We hope many of you will be able to be free on that date to join with us.

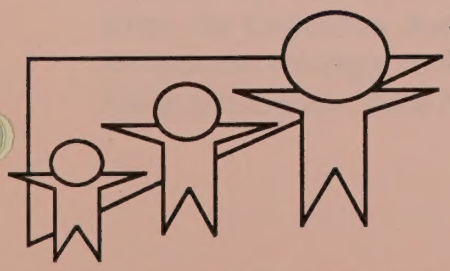
- On October 26 (P.D. day) our teachers, principals and support staff will be "having their day" at the conference.

- On October 27 (P. D. day), our principals and support staff will be working with teachers in their schools.

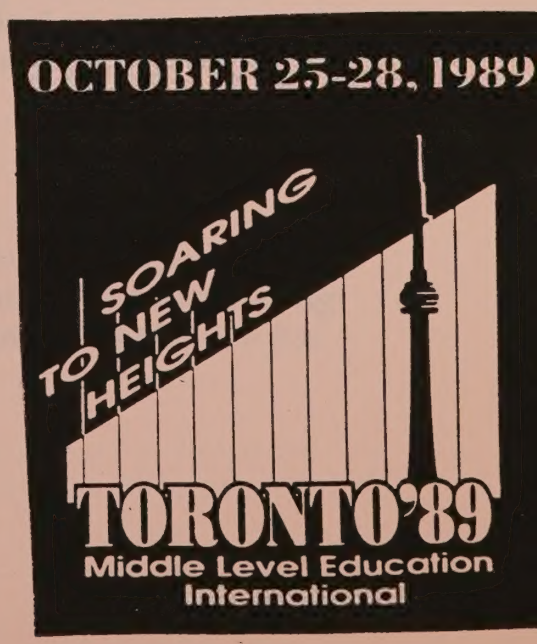
- Over the next 24 months they will be integrating what they've learned into their school plans.

Marg Schneider
Middle School Consultant

Gail Rappolt
Assistant Superintendent of Curriculum



MIDDLE SCHOOL MATTERS



100 Main Street West
Hamilton, Ontario
1989 10 05

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

The 1988 TASK FORCE on the use of illegal drugs in Ontario indicated that school boards will have to play a critical role in the fight against drug abuse. The BLACK REPORT supported the necessity for boards to be involved and broadened the general base of responsibility to include parents, families and community agencies such as the police. One of the major points made in Ken Black's report is that society requires a common front against drug abuse.

The purpose of this report is twofold:

- **To provide an update on initiatives that are being surfaced at the Provincial and local levels, and**

- **To receive board approval to submit a proposal to "Develop A Primary Prevention Drug Abuse Staff In-Service Plan".**

WHAT IS IN EFFECT PRESENTLY

Our board has long been aware that school age young people have been primary targets for those that promote the use of illegal drugs. Our schools have "Alcohol and Drug Use Guidelines For School Personnel" **(Appendix I)** and Administrative staff have established procedures for dealing with problems relating to drugs.

In the revised curriculum guidelines for Health and Physical Education, the Ministry of Education has made drug education mandatory for the first time. Education relative to tobacco will be prevalent in our curriculum from grades four through ten and education about alcohol and other drugs, such as cocaine, crack and marijuana, from grades seven through ten.

C.O.D.E.

Support for the Ministry's and local boards' initiatives surfaced in September 1989 from the Canadian Association of Chiefs of Police in the form of a national drug awareness strategy under the umbrella name C.O.D.E. - Canadian Offensive For Drug Education. **(See Appendix II)**

This proposed strategy has several key elements - videos, posters, speakers etc. The program is based on the philosophy that the war on illicit drugs needs "to be won in the classroom at the grade level" where the young formulate their attitudes and social mores which they follow throughout their teens into adulthood.

Currently we have a support screening team in place for C.O.D.E. and have viewed the videos, discussed with the police the overall strategies suggested and are intending to co-operate and implement the program through the Superintendent of Curriculum and Special & Educational Services office in a well controlled and co-ordinated manner.

WHAT IS SURFACING IN THE FUTURE

It would appear that the Ministry of Education will be requiring that all school boards develop and implement a Drug Education policy. It is our understanding that this policy will address such areas as:

- Drug education curriculum
- Counselling and intervention services, and
- Disciplinary procedures

In order to provide guidance relative to the contents of such a policy, a provincial advisory committee representing trustees, parents, teachers, law enforcement agencies, social service agencies and others has been established and will be responsible for determining policy guidelines for use by school Boards. The target date for the delivery of this report is scheduled for September 1989. No information has been forwarded to our Board as yet.

As soon as the aforementioned guidelines are made available, administration will structure a committee including trustee representation to prepare a policy on drug education which will be brought to the Board for approval and authorization to implement.

PROPOSAL TO DEVELOP A PRIMARY PRESENTATION DRUG ABUSE STAFF IN-SERVICE

In April 1989 the Minister of Education announced that financial assistance would be provided to school boards for teacher in-service training in drug education over a two year period beginning November 1989. School boards are required to submit an acceptable teacher in-service training plan to their Ministry of Education Regional Office on or before 1989 11 30 in order to qualify for this monetary support.

Appendix III is a copy of the Deputy Minister's memorandum which details all aspects of the requirements of boards and indicates, by formula, the general funding scheme.

Mr. Shewfelt and his staff have carefully reviewed the implications of the aforementioned formula and have determined that our board would receive

- approximately $47,000 in 1989-1990, and
- approximately $31,300 in 1990-1991

to assist in the implementation of a plan which will be designed to not only convey information but to also hopefully change attitudes and encourage positive behaviour in respect to drugs of all kinds.

A copy of our proposal is attached **(Appendix IV)** for your study and appropriate staff will be available at the Committee meeting for purposes of clarification and general discussion.

Following general discussion relative to our Board's proposal, we would ask the elected officials to support administration in our efforts to co-operate with the Ministry of Education, our local police force and other interested community agencies in developing a common front which hopefully will result in an effective, local anti-drug initiative.

Recommendation

i) That this report be received for information.

ii) That the Board of Education for the City of Hamilton Approve the submission of the proposed "Developing A Primary Prevention Drug Abuse Staff In-Service Plan" to the Ontario Ministry of Education.

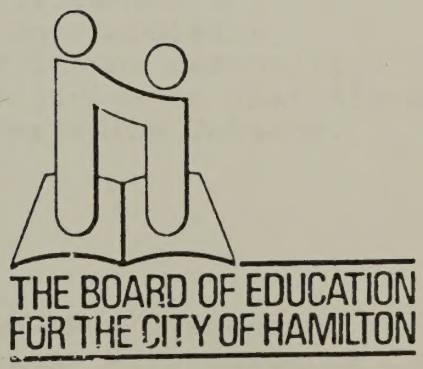
Prepared and Submitted by: P. S. Beveridge
Superintendent of Curriculum and Special & Educational Services

Approved by: K. A. Rielly
Director and Secretary of the Board

ALCOHOL AND DRUG USE

GUIDELINES FOR SCHOOL

PERSONNEL



STUDENT ADJUSTMENT SERVICES
BOARD OF EDUCATION FOR THE
CITY OF HAMILTON

88/04/14

SCHOOL GUIDELINES: ALCOHOL & DRUG USE

The following outline is directed to school personnel (Principals, Vice-Principals, Guidance Counsellors, Teachers) who may be involved with students regarding concerns with Alcohol and Drug use at school.

The interviewer in each case, must always make a judgement to the severity of the use of that particular substance. The action that follows must:
a) deal with the immediate welfare and needs of the user,
b) serve the best interest and welfare of the school as a whole.

Most cases of alcohol and drug abuse should be dealt with by inhouse resources and staff: Teacher, Counsellor, School Nurse, Social Worker, etc. Diagnostic and Resource Team (D.A.R.T.) Meetings may also be used to review Drug and Alcohol concerns with specific students. Additional resources may also become involved; Psychological Services, Adjustment Counsellors and involved Community Resources.

Guidance offices should have on file information for students regarding Drugs and their Abuse. Addiction Research Foundation can make information available on request.

The Suspected or Identified Dealer (one who makes drugs available in school) should be confronted with possible consequences:

- Reality of the Law and Police Notification
- School consequences i.e. Suspensions/Expulsion
- Available Assistance at school or in the community.

N.B. Addiction Research Foundation also indicates that Alcohol and Drug use should include concerns regarding Tobacco.

STEPS

1) Principal informed
2) Parents (Guardians) phoned for interviews/discussion re concern.
3) Setting up further counselling sessions with Guidance Counsellor, School Nurse, Social Worker, Adjustment Counsellor as required.

CATEGORIES OF ASSISTANCE

I USER WANTS ASSISTANCE

1) Refer to Adjustment Counsellor
2) Home Visit Made
3) Appropriate Referral Made for Assessment and Treatment
4) Informed of possible Consequences for Possession or Selling while in school or outside of school i.e., suspensions/expulsion, court charges.

cont.....

Guidelines

II USER REFUSES HELP OR IS A SUSPECTED USER

1) Initiate an interview with appropriate personnel at school, i.e. Guidance, Social Worker, Adjustment Counsellor.
2) User Informed of Possible Consequences for Possession or Selling while in or out of school. i.e. Suspension/Expulsion Court Charges.
3) Agreement made to Intensive Counselling Sessions to gain users confidence, awareness of health problems and resources that are available to that particular person in the community.
4) Information provided by way of brochures, pamphlets, current literature, etc. as available in Guidance Office, Library, Addiction Research Foundation.

III USER WANTS HELP BUT NO PARENT INVOLVEMENT

1) Interview Sessions Arranged with Appropriate Personnel.
2) Indication must be made that in certain situations involving the health and welfare of the student, parents or guardians may have to be informed.
3) Provide awareness of resources for self referral.
4) Initiate referral with student and or parent consent where ever possible.

IV USER UNDER THE INFLUENCE OF ALCOHOL OR DRUGS WHILE AT SCHOOL

1) Parents or Guardians called to remove student from school.
2) If Parents or Guardians unavailable student to be taken home directly or emergency service in any hospital, depending on the physical condition of the student. Student should not be sent out of school alone while in an intoxicated or affected state.
3) Further interviews arranged with appropriate personnel (Adjustment, Social Worker, Guidance Counsellor). Follow actions through I - III.

V STUDENT FOUND WITH DRUGS OR ALCOHOL IN HIS POSSESSION WHILE AT SCHOOL

1) Drugs or Alcohol should be removed from the student (including Tobacco):
   a. Drugs should be turned over immediately to the Police.
   b. Alcohol that is confiscated should be returned to parents immediately or to the student if 19 or over, at the end of the semester.
   c. Tobacco that is removed from the student should be returned to the parent if the student is under 16, to the student at the end of the semester if the student is 16 or older.
2) Drug/Alcohol concerns may be dealt with under the Discipline Code involving parents and students using the removal of privileges, suspensions and or other consequences.
3) Where police are called to investigate Alcohol or Drug Possession or Dealing, where charges may be laid, students must become aware of their rights according to the Young Offenders Act (Operating Procedure SP-5 Police Interviewing Students).

OTHER REPORTING OBLIGATIONS AND AFFIRMATIVE DUTIES

(The Legal Rights, Powers and Observations of Educators, Page 13, Addiction Research Foundation 1988)

School Authority should not create the impression that confidential student information will never be released. Aside from disclosure through court proceedings, Provincial Law imposes several statutory obligations on educators to report information to provincial officials. Moreover, in some limited circumstances, an educator may face civil liability for failure to report certain information.

The Education Act imposes several different reporting obligations on school officials. For example, Principals must report to the Board and Health Officials any suspicions about infectious or contagious diseases in the school. If a Principal suspends a student, the reasons for suspension must be reported to the Student, and the Student's Teachers, the Student's Parents or Guardians and to the Board and other School Officials. Finally the Regulations provide that a Principal must report any serious neglect of duty or infraction of a school rule to an adult student or to the students parents if the student is a minor.

The Child and Family Services Act requires teachers and principals to report any case of suspected Child Abuse. The term Abuse is broadly defined and their reporting obligation includes Abuse that has occurred in the past. Furthermore this reporting obligation takes precedence over any conflicting provisions of other Provincial Statutes. Consequently, despite the confidentiality and secrecy obligations of the Education Act, school officials must report any Suspected Cases of Child Abuse to the appropriate children's Aid Society. Failure to do so constitutes a Provincial Offence. Traditionally, the law did not require an individual to control the conduct of another in order to protect that individual or others who may be foreseeable endangered. In other words, the Law did not make you your "Brothers Keeper". Nevertheless, the Courts have recognized an increasing number of special relationships in which one party will be held civilly liable for the conduct of another. It is well established that such a special relationship exists between school officials and students.

cont....

Page 2
Other Report Obligations and Affirmative Duties

Several challenging issues arise in applying these principles to Alcohol and Drug Related Situations. First, a civil action may be brought against the teacher for negligently allowing an intoxicated student to participate in activities that pose a foreseeable risk of injury. This claim would likely succeed if the teacher had been negligent in failing to recognize that the student was impaired. Second, a teacher may be sued for turning away or ejecting an intoxicated student who subsequently causes a car accident or other mishap. The Court would likely take into account factors such as whether the student was visibly intoxicated, whether the student was known to be irresponsible, whether the teacher should have realized that the student was driving, and whether the teacher took responsible steps to protect the student. Finally a teacher may become aware that a student's Alcohol or Drug problem posses a serious threat. If the student is in serious danger, the matter may have to be reported the the appropriate Children's Aid Society, even if the teacher had obtained the information in confidence. If the student is sixteen years of age or older, this reporting obligation of the Child and Family Services Act would not apply. The teacher is faced with a difficult choice in this situation. In order to protect the student, the teacher may have to breach his or her promise of confidentiality and the Confidentiality Provisions of the Education Act. Although it is a possibility, it is most unlikely that a teacher would be sued civilly or prosecuted for breaching a student's confidence in making an honest and reasonable attempt to protect him or her from an immediate threat. If, in the alternative, the teacher complies with the Education Act and honors his or her confidentiality obligations and the student is injured, the teacher may be sued civilly for failing to protect the student. Although there have been several successful suits against American Health Care Professionals for failing to act on these types of circumstances, there have been no comparable suits in Canada. While there is no clear legal answer, it is probably best to intervene and err on the side of student safety. (Robert Solomon, Academic Lawyer, University of Western Ontario)

88/04/05
JMY/pgb

GUIDELINES RE SOLVENT ABUSE

Obviously each case is different and should be "explored" carefully. The steps listed below should be taken as the need occurs. It would appear that at this point the counsellor who is aware of a client who is glue sniffing should attempt to become involved as much as possible.

Steps:

1. Explaining the gravity of the situation to the student is a necessity even though they may claim they have heard it before.

2. Confronting the parents - the parents must become aware that there is reason to believe that there is a problem concerning "glue sniffing". The parents should be told that they have the responsibility to look into this situation further, i.e., checking it out with the family doctor. The principal or vice-principal should also be aware that there is this particular problem with which the counsellor is dealing.

3. When dealing with parents - the urgency for a physical with their family doctor should be encouraged clearly stating the reasons for concern. Perhaps parental consent should be requested for the counsellor to discuss this particular problem with the family doctor (consent form may be used).

4. Possible mental health referrals by Adjustment Services or family doctor may be necessary.

5. With continual involvement it should become an open case with Adjustment Services. However, in some situations appropriate personnel from the school can maintain a good rapport with the client, i.e., Guidance Counsellor, Social Worker, Teacher.

6. There should be on-going contact with the home to ensure that there is some follow-up and the availability of a consulting service.

7. All agencies should be checked out through Adjustment Services that might have had previous involvement concerning the glue sniffing problem or other problems, i.e. C.A.S., Mental Health Clinic, Police Occurrences, etc.

8. Where assistance is refused or not followed through by parents, and or student, Adjustment Counsellor may make a referral to (C)C.A.S. indicating "a high risk" student.

ADDICTION SERVICES FOR HAMILTON AREA

AGENCY NAME:	ALCOHOL AND DRUG ASSESSMENT SERVICES
ADDRESS:	The Regional Municipality of Hamilton-Wentworth, Department of Health Services, 74 Hughson Street South, Hamilton, Ontario. L8N 2A8
DIRECTOR:	Grant Corbett, M.A.
AREA SERVED:	Regional Municipality of Hamilton-Wentworth
DESCRIPTION:	The service is an alcohol and drug assessment, referral and case management program under the Department of Health Services. The overall goal is to improve the quality of care to persons with addictions problems in Hamilton-Wentworth.
SUBSTANCES:	Alcohol and other drugs.
CLIENT TYPES:	Males and females who are voluntary clients.
INTAKE POLICY:	Open to persons not intoxicated for the interview. Referrals accepted from any source, including self referrals.
SERVICES:	The service provides a thorough, standardized assessment, referrals to treatment programs and community agencies, and continuing follow-up and case management for persons who are concerned about their alcohol and drug use and the related problems that accompany abuse. General information and consultation available to any professional or individual.
REFERENCE CONTACT:	Staff
TELEPHONE NUMBER:	(416) 521-4811
NORMAL BUSINESS HOURS:	9 a.m. to 4:30 p.m. Monday to Friday

AGENCY:	AY/ALTERNATIVES FOR YOUTH
ADDRESS:	126 James Street South, Hamilton, Ontario, L8P 2Z4
DIRECTOR:	Christopher D. Martin
AREA SERVED:	Hamilton-Wentworth, Burlington
DESCRIPTION:	A private counselling service for young people focusing primarily on alcohol and/or drug problems, and an open custody and open detention residence for male young offenders called Clark House. Based on the community, AY uses mainly individual counselling in a reality-based approach. As required, services work in conjunction with existing area inpatient programs, as well as other community resources.
SUBSTANCES:	Alcohol and other drugs.
CLIENT TYPES:	Males and females 13 to 25 years of age.
INTAKE POLICY:	Referral from other services, family or self, followed by intake interview and assessment. No self or community referrals to Clark House.
WAITING PERIOD:	None
SERVICES:	Individual, family and group counselling; client advocacy and referral; leisure activity programs; assistance and referral for job, school and housing needs of clients; assistance with reintegration of the young offender; public education and information regarding alcohol and drug use and abuse.
TELEPHONE NO.	(416) 527-4469 or 527-4439
NORMAL BUSINESS HOURS:	9 A.M. TO 4:30 P.M. Monday to Friday Wednesday evenings to 9 p.m.

OTHER RESOURCES

Addiction Research Foundation,
Hamilton Centre
20 Hughson Street South
Suite 508
Hamilton, Ontario
L8N 2A1
(416) 525-1250

MENTAL HEALTH SERVICES

Chedoke Child and Family Centre
Chedoke McMaster Hospitals
Chedoke Division,
Sanatorium Road
Box 2000, Station A
Hamilton, Ontario
L8N 3Z5
(416) 521-7950

Chedoke-McMaster Hospitals
McMaster Division,
Outpatient and Community Psychiatric Services
1200 Main Street West
Box 2000, Station A
Hamilton, Ontario
L8N 3Z5
(416) 521-5018

Chedoke-McMaster Hospitals
McMaster Division,
Department of Psychiatry (Inpatient)
1200 Main Street West
Box 2000, Station A
Hamilton, Ontario
L8N 3Z5
(416) 521-2100, ext 6430

East Regional Mental Health Services
615 Britannia Avenue
Hamilton, Ontario
L8H 2A5
(416) 5451-1161

Hamilton General Hospital
Social Work Department
237 Barton Street East
Hamilton, Ontario
L8L 2X2
(416) 527-0271 Ext. 4313

Hamilton Psychiatric Hospital,
P.O. Box 585
Hamilton, Ontario
L8N 3K7
(416) 388-2511

St. Joseph's Hospital
Community Psychiatric Services
Fontbonne Building
301 James Street south, 3rd Fl.
Hamilton, Ontario
L8P 3B6
(416) 521-6040

St. Joseph's Hospital
Dept. of Psychiatry (Inpatient)
50 Charlton Ave., East
Hamilton, Ontario
L8N 1Y4
(416) 522-4941 ext. 603

St. Joseph's Hospital
Dept. of Social Work
50 Charlton Ave.,East
Hamilton, Ontario
L8N 1Y4
(416) 522-4941, ext. 3101
3105

St. Joseph's Hospital
Psychiatric Day Car Prog.
43 Charlton Ave., East
Hamilton, Ontario
L8N 1Y3
(416) 521-6001

SOCIAL SERVICES

Catholic Family Services of
Hamilton-Wentworth
82 Stinson Street
Hamilton, Ontario
L8N 1S2
(416) 527-3823

Regional Municipality of
Hamilton-Wentworth
Department of Health Services
Child and Adolescent Centre,
477 Dunsmure Road
Hamilton, Ontario
L8H 1G7
(416) 521-4810

Ministry of Community and Social
Services
Vocational Rehabilitation
119 King Street West
6th floor
Hamilton, Ontario
L8N 3V9
(416) 521-7280

Regional Municipality of
Hamilton-Wentworth
Department of Health Services
25 Main Street West, Suite 400
Hamilton, Ontario
L8N 1H1
(416) 528-1441

Hamilton Regional Indian Centre
1950 Barton St. East
Hamilton, Ontario
L8H 2Y6
(416) 547-1870

"COHR" Family Services (Private)
2289 Fairview Street, Unit 208
Burlington, Ontario
L7R 2E3
(416) 637-9000

Catholic Children's Aid Society
499 King Street East, 2nd Floor
Hamilton, Ontario
L8N 1E1
(416) 525-2012

Children's Aid Society
P.O. Box 1107, Station A
143 Wentworth Street South
Hamilton, Ontario
L8N 2Z1
(416) 522-1121

Family Services of Hamilton-Wentworth
Inc.
350 King Street East, Suite 201
Hamilton, Ontario
L8N 3Y3
(416) 523-5640
527-2002

Regional Municipality of Hamilton
-Wentworth
Social Services Department
199 King Street West
P.O. Box 910
Hamilton, Ontario
L8N 3V9
(416) 526-4333

Jewish Social Services
57 Delaware Avenue
Hamilton, Ontario
L8M 1T6
(416) 528-8577

CRIMINAL/JUSTICE SERVICES

Elizabeth Fry Society
627 Main Street East
Hamilton, Ontario
L8M 1J5
(416) 527-3097

Correctional Services of Canada - Parole,
150 Main Street West, Suite 411
Hamilton, Ontario
L8P 1H8
(416) 572-2695
523-2595 (after house)
527-2695 (ask for Duty Officer)

Ontario Ministry of Correctional Services,
Adult Probation and Parole
Hamilton East
1945 King Street West
Hamilton, Ontario
L8K 1W2
(416) 549-9977

Ontario Ministry of Correctional
Adult Probation and Parole,
Hamilton Mountain
1030 Upper James
Hamilton, Ontario
L9C 6X6
(416) 387-5453

Ministry of Community and Social Services,
Juvenile Probation and After Care
Hamilton Centre
499 King St.East, 2nd Floor,
Hamilton, Ontario
L8N 1E1
(416) 525-0072

John Howard Society
124 James Street South, 1st Floor
Hamilton, Ontario
L8P 2Z4
(416) 523-7460

Ontario Ministry of Correctional Services
Adult Probation and Parole,
119 King Street West
1st Floor, Suite 104
P.O. Box 2112
Hamilton, Ontario
L8N 3Z9
(416) 521-7527

St. Leonard's House - Hamilton,
24 Emerald Street south
Hamilton, Ontario
L8N 2V2
(416) 529-8494

SELF HELP GROUPS

Alanon and Alateen Family Groups,
(Hamilton Office)
P.O. Box 3711, Station C
Hamilton, Ontario
L8H 7N1
(416) 522-1733

Alcoholics Anonymous Reality
for Dual Addictions
Meets Wednesday Evenings 8 p.m.
St. Michael's Anglican Church
1188 Fennell Ave. East
Hamilton, Ontario

Adult Children of Alcoholics,
Alanon Group,
Meets: Tuesday Evenings 8 p.m.
Westdale United Church
99 North Oval
Hamilton, Ontario
(416) 528-4215

Alcoholics Anonymous,
(Hamilton Office),
67 Queen Street South
Hamilton, Ontario
L8P 3R6
(416) 522-8392

Children of Alcoholics,
Contact Anita Cupido
Alcoholism Treatment and
Education Centre
(416) 521-2100 Ext. 7010

NARCOTICS ANONYMOUS

Hot Line - (416) 685-0075,
St. Catharines

Meetings:

"Clean and Free" Group
Sunday Evenings at 7:30 p.m.
Grace Anglican Church
1401 King Street East
Hamilton, Ontario
(between Gage & Ottawa,
just past the Delta)

Thursday Evenings
7:30 p.m.
Bold Park Lodge
69 Bold Street
Hamilton, Ontario
(416) 528-1504

HOSTELS - MEN

Good Shepherd Men's Centre
135 Mary Street
P. O. Box 1003
Hamilton, Ontario
L8N 3R1
(416) 528-9109
528-1675

Salvation Army,
Men's Social Services Department
94 York Boulevard
Hamilton, Ontario
L8N 2V2
(416) 527-2755

Mission Services of Hamilton,
Men's Residence and Men's Service Division
325 James Street North
Box 368 M.P.O.
Hamilton, Ontario
L8N 3C8
(416) 528-7635 or 528-2327

HOSTELS - WOMEN

Good Shepherd Women's Centre
(Martha House),
20 Emerald Street South
Hamilton, Ontario
L8N 2V2
(416) 523-8895

Hope Haven Homes
Family Rehabilitation Centre
984 Montclair Avenue
Hamilton, Ontario
L8M 2E6
(416) 547-1815

St. Simeon House
278 Robert Street
Hamilton, Ontario
L8L 2R4
(416) 522-0405

Inasmuch House
126 Emerald Street south
P.O. Box 368
Hamilton, Ontario
L8N 3C8
(416) 529-8149
529-8600 (Abuse Line)

Next Door
128 Emerald Street South
P.O. Box 368
Hamilton, Ontario
L8N 2V5
(416) 529-8149

Interval House
1760 King Street East
Hamilton, Ontario
L8K 1V7
(416) 547-8485 (Administration)
547-8484 (Crisis)

COMPONENTS

OF

THE NATIONAL

DRUG AWARENESS STRATEGY

CANADIAN ASSOCIATION OF CHIEFS OF POLICE

SEPTEMBER 12, 1989

COMPONENTS

OF

THE NATIONAL DRUG AWARENESS STRATEGY

September 12, 1989 is the launch date for The Canadian Association of Chiefs of Police National Drug Awareness Strategy Program. It is a multi-faceted educational approach with several key elements. The program is based on the philosophy that the war on illicit drugs needs to be won in the classroom at the grade level where the young formulate their goals, objectives and social mores which they follow through their teens and into adulthood.

Although it is recognized that learning and modifying behaviour patterns is an on-going process throughout life, experts agree that the ages 10 to 12, basically grades 5 and 6, are the most crucial in this process.

The program, which is under the umbrella name of ***"C.O.D.E."***, Canadian Offensive for Drug Education and ***"O.S.A."*** in French, Offensive Sensibilisation Anti-Drogue, is made up of the following components:

1. A fourteen minute video entitled *"Choose"* to be shown and left in every Canadian school (15,000). Written and produced under guidelines established by a special content committee and funded by the Solicitor General of Canada, *"Choose"* examines illegal substances that young Canadians will all come across in their early years. The format is a fantasy, whereby a teenage boy and girl mysteriously become integrated with an electronic game called Life.

   The show is divided into three segments covering cigarettes, alcohol, drugs and inhalants. It is factual, scientific and shot in a "state of the art" technique.

   The content covers not only the substances, but options on how children can handle different situations with which they are faced.

   "Choose" comes with a teaching kit prepared by educational experts and a poster which will introduce the program and remain after to reinforce it and provide additional discussion. The entire program is available in both French and English.

Cont'd .../2

The conference produced a content and steering committee and allowed The Canadian Association of Chiefs of Police to begin directing its energies on a final product that would provide the materials necessary to assist uniformed Police officers in presenting an anti-drug message to the target audience, 10 to 12 year old children, and secondary targets 6 to 10 and 13 to 15.

In February, Peter Pocklington announced his involvement as the first National Fund raising Chairman with a target to raise $14 million over ten years. Sponsors have come on board; The Toronto Real Estate Board, Canadian Pacific Limited, Molson Breweries Canada Ltd., ITT Canada Limited, The Solicitor General for the Province of Ontario, Rogers Broadcasting Ltd., E.B. Eddy, Delta Graphics and Canada Post are just a few. To-date, pledges bring us well over the $1 million mark. It is hoped that because of the impact of this first step many more sponsors will come on board.

The television commercials aimed at promoting the program have been designed by Shoppers Drug Mart who will not only fund the commercial but also will buy the air time to show it.

The teaching kits to accompany each film have been sponsored by Canadian Pacific Ltd. A poster created by Canadian artist Rob Vanderhorst, with the support of ITT Canada Ltd., is also part of the package. Where possible, we are approaching corporate sponsors to adopt high profile aspects of the program.

The Solicitor General of Canada, the Honourable Pierre Blais, introduces the entire program to the membership of chiefs and press on Tuesday, September 12th, 2:00 p.m., Hamilton, in conjunction with all of our corporate supporters.

Coinciding with this announcement, an introduction video about ten minutes in length has been produced which will present the ***"C.O.D.E."*** Program to every school Principal and their staff across Canada.

Every Police Force in the country will be provided with enough video tapes to enable school safety officers or officers from the unit responsible for school liaison to present one package of videos in the desired format to every school in their jurisdiction.

Cont'd .../4

The introduction plan calls for the officers, armed with a letter from their Police Chief or Commanding Officer and the above noted video, to visit each school and present the video and letter to the principal requesting that it be shown to all staff members. The video will do the following:

1. Outline the program
2. Show what materials are provided.
3. Outline the role of the Police Officer as presenter.
4. Suggest the role of the school.
5. Suggest other resource possibilities.

In general, the video will allow the school to be prepared for the officers visit with the students, and it removes the responsibility from the Police Officer and places it on the school to ensure every student is exposed to the program. It also clearly points out that the Police Officer is *not* a teacher but an active member of the community, with national connections and a mandate to be involved with crime prevention. The Police officer's access to information makes him intricate to the team effort needed to accomplish the task.

Deputy Minister
Sous-ministre

Ministry of Education
Ministère de l'Éducation

(416) 965-2605

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

MEMORANDUM TO: Directors of Education

FROM: Bernard J. Shapiro
Deputy Minister

DATE: April 28, 1989

SUBJECT: Provision of Financial Assistance to School Boards for Teacher In-service Training in Drug Education

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The Honourable Chris Ward, Minister of Education, has announced that financial assistance will be provided to school boards for teacher in-service training in drug education over a two-year period beginning in November 1989. School boards are required to submit an acceptable teacher in-service training plan to their Ministry of Education regional office on or before November 30, 1989, to qualify for this support.

I am enclosing a copy of the guide "Provision of Financial Assistance to School Boards for Teacher In-service Training in Drug Education". This document sets out in detail the ministry's expectations for school board plans. In addition, each Ministry of Education regional office is arranging special planning seminars to help school boards in the region construct their in-service training plans. Further information about the seminars will be available in the near future from the regional office.

Yours sincerely,

Bernard J. Shapiro
Deputy Minister

PROVISION OF FINANCIAL ASSISTANCE TO SCHOOL BOARDS FOR TEACHER IN-SERVICE TRAINING IN DRUG EDUCATION

Introduction

Beginning in 1989, funds will be provided over a two-year period to assist school boards in developing and implementing teacher in-service training plans in drug education. These plans are intended to provide teachers with opportunities to learn how to deal with drug-related issues.

The Ministry of Education is committed to providing Ontario students with opportunities to become aware of and to develop habits that promote a healthy lifestyle. The in-service training plans developed by school boards are expected to reflect this aim and should be designed to involve all teachers in helping students learn to say no to drugs.

Funding Scheme

In the first year, school boards will be provided with at least the following amounts:

- $15 000 to those school boards with only elementary schools;
- $20 000 to those school boards with both elementary and secondary schools ($10 000 per panel). The additional sum of $5000 is allocated so that the broader range of teacher training needs can be accommodated.

In addition to these funds, school boards with 500 or more teachers will receive further funding in the first year as follows:

- $15 per teacher to school boards that have from 500 to 1500 full-time teacher equivalents;
- $10 per teacher to school boards that have full-time teacher equivalents in excess of 1500.

In the second year, the financial assistance will amount to approximately two-thirds of the total funds allocated to a school board in the first year.

The total amount a school board may receive in the first year will not exceed $125,000 per panel and in the second year, 2/3 of $125,000 per panel.

FUNDING MODEL

Full-time Teacher Equivalents	Minimum Allocation	Per Teacher		Total	
		$15 Allocation	$10 Allocation	89-90	90-91*
300	$20 000	no	no	$20 000	$13 350
650	$20 000	$ 2 250	no	$22 250	
1200	$20 000	$10 500	no	$30 500	
1600	$20 000	$15 000	$ 1 000	$36 000	
2500	$20 000	$15 000	$10 000	$45 000	
3500	$20 000	$15 000	$20 000	$55 000	

*1990-91 funds represent two-thirds of the 1989-90 funds.

The provision of the minimum funding listed above ensures that all school boards have an opportunity to develop or to expand the scope of a teacher in-service training plan in drug education, regardless of the number of full-time teacher equivalents they employ.

Minority Language Sections In School Boards

Funds will be allocated to French and English language sections in a school board in proportion to the number of full-time teacher equivalents in each section. If the amount for the minority language section is less than $3000, the Ministry of Education will make additional funds available to the school board up to $3000.

The School Board In-service Plan

School boards must outline their teacher in-service training plan using the format set out in this document.

In constructing their in-service training plan, school boards should take the following points into consideration:

1. The in-service training plan must span a two-year period, accommodate the needs of the full range of teachers in the school board, and focus on helping students develop the skills they need to make healthy choices.

2. The plan must set new directions for teacher in-service training in drug education within a school board. It may be an entirely new plan or it may expand the scope of an existing plan. Funding will not be provided simply for maintaining an existing plan.

3. The activities section of the plan should show how school boards intend to take advantage of local resources, where available. School boards are encouraged to use community resources and to share resources with other boards.

4. The plan should include opportunities for all teachers and administrators to learn and to put into practice instructional strategies, as well as coaching and counselling methods, and to become familiar with the kinds of disciplinary action that are appropriate for dealing with drug-related problems.

5. Where a board operates both English- and French-language schools, the plan must address the needs of both linguistic groups. The sections may decide to submit two plans.

School boards are encouraged to participate in a regional planning seminar that will focus on helping school boards identify factors that should be considered in constructing a teacher in-service training plan in drug education. The seminar will also provide planners with opportunities to pool resources with other school boards and to explore possible program directions.

School boards must submit three copies of their teacher in-service training plan to the appropriate regional office of the Ministry of Education. Plans must be received by November 30, 1989, in order to be considered for full funding in the 1989-90 and 1990-91 school years.

Payment Schedule

Following approval of the plan, school boards will receive the full amount of allocated funds for 1989-90 within six to eight weeks. In 1990-91, school boards will receive the full amount of allocated funds, after the ministry has received the recommendation of the appropriate regional office.

Monitoring of the Plan

The Ministry of Education will monitor the objectives set out by school boards in their approved plan outline, using the training plan as a checklist and guide. The ministry may withhold funds in the second year, if the school board is shown not to have met its objectives in the first year. School boards will be expected to submit a progress report to their respective regional office on each year's activities.

Auditing Process

All funds received will be subject to audit by the provincial auditor and the Ministry of Education. School boards must have appropriate financial and management controls in place. Regional offices may conduct spot checks.

Further Information

For further information, please write to or call the appropriate regional office of the Ministry of Education:

Central Ontario Region
2025 Sheppard Avenue East
Suite 3201
Willowdale, Ontario
M2J 1W4
(416) 491-0330

Northeastern Ontario Region
447 McKeown Avenue
P.O. Box 3020
North Bay, Ontario
P1B 8K7
(705) 474-7210

Eastern Ontario Region
1580 Merivale Road
Nepean, Ontario
K2G 4B5
(613) 225-9210

Northwestern Ontario Region
435 James Street South
Thunder Bay, Ontario
P7C 5G6
(807) 475-1571

Midnorthern Ontario Region
199 Larch Street
Sudbury, Ontario
P3E 5P9
(705) 675-4436

Western Ontario Region
759 Hyde Park Road
London, Ontario
N6H 3S6
(519) 472-1440

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

DEVELOPING A PRIMARY PREVENTION DRUG ABUSE STAFF IN-SERVICE PLAN

September 11, 1989

Criteria Set By Ministry of Education - Letter from Dr. Shapiro, Apr. 28/89

In constructing their in-service training plan, school boards should take the following points into consideration:

1. The in-service training plan must span a two-year period, accommodate the needs of the full range of teachers in the school board, and focus on helping students develop the skills they need to make healthy choices.
2. The plan must set new directions for teacher in-service training in drug education within a school board. It may be an entirely new plan or it may expand the scope of an existing plan. Funding will not be provided simply for maintaining an existing plan.
3. The activities section of the plan should show how school boards intend to take advantage of local resources, where available. School boards are encouraged to use community resources and to share resources with other boards.
4. The plan should include opportunities for all teachers and administrators to learn and to put into practice instructional strategies, as well as coaching and counselling methods, and to become familiar with the kinds of disciplinary action that are appropriate for dealing with drug-related problems.
5. Where a board operates both English- and French- language schools, the plan must address the needs of both linguistic groups. The sections may decide to submit two plans.

THE PROPOSED PLAN

Aim:

- Increase staff awareness about drug abuse.
- Identify department and school staff who will serve on support teams to inservice other staff members about drug abuse.
- Address the issue of drug abuse in our schools in a proactive and holistic manner.
- Develop staff attitudes which view drug abuse as socially unacceptable.

1. Establishing A Steering Committee

Under the mandate and direction of the Superintendent of Curriculum and Special Services, a steering committee will be established to:

- design an inservice plan
- provide input into the development and implementation of the plan
- monitor the success of the plan

The committee will be composed of:

- Superintendent of Curriculum and Special Services
- Assistant Superintendent of Special Services
- Adjustment Services Co-ordinator
- Physical Education & Health Co-ordinator
- Values Education Consultant

2. Seconding An Expert

The Addiction Research Foundation will be approached in order that one of their personnel may be seconded to co-ordinate and facilitate the inservice process. This person will report to the steering committee.

3. **Activities:**

A . **Policy Development:**

A Board committee with the assistance of the seconded person and other community experts will develop a policy which provides for:

. preventative education curriculum
. early intervention
. disciplinary action
. opportunities to promote alternative lifestyles

B. **Brochure:**

An information brochure will be developed by the Steering Committee with assistance from the seconded person and other community experts. This brochure will be distributed to all system personnel to promote awareness.

This brochure will serve as a basis for dialogue at Area and staff meetings.

C . **Area / School / Department Support Teams**

Interested individuals will be invited to participate in an in-depth workshop series in order that they may serve on area/school/department support teams to in-service their colleagues. It is anticipated that each area/department will have a support team and where possible larger secondary/elementary schools may have their own.

Key personnel for support teams should come from the following staff:

. Adjustment Counsellors
. Guidance Counsellors
. Health, Family Studies, Society and The Challenge and Science Teachers, Department Heads, Co-ordinators
. School Social Workers
. Public Health Nurses
. Principals, Vice Principals
. School Secretaries and Support Personnel
. Librarians
. Community Service Officers (Police)
. Addiction Research Foundation Personnel
. Community agencies which deal with drug abuse, prevention, intervention, postvention

D. Workshop Series To Train Support Teams

Outlined below are some topics that may be considered for a workshop series. The focus of any series will include an emphasis on instructional strategies, coaching and counselling methods, disciplinary action and promoting healthy alternative lifestyles.

*Where appropriate community experts will be utilized.

Topic	*Sub-Topics*
1. The role of the school in drug education	1. The school as an agent of society for assisting children and youth to develop into healthy and productive citizens. 2. School as a source of accurate information about the effects of chemical substances on the human body. 3. The teacher's role in drug education. Educational strategies. 4. Interrelationship between home, school and community in dealing with the problems of chemical substance abuse.
2. The pharmacology of drugs	1. Drug classifications, their effects on the body and attendant behaviors. 2. Types of dependencies. 3. Tolerance and cross-tolerance. 4. Untoward effects of chemical substances.
3. Models of drug abuse	1. The medical model 2. The legal model 3. The psychological model 4. The sociological model
4. The psychological aspects of drug abuse	1. Basic theories of personality 2. Peer pressure and personal values 3. Personal stress 4. Coping mechanisms, decision-making skills
5. Drugs and the law	1. Federal legislation 2. Provincial laws 3. Local ordinances 4. Legal aspects of search and seizure on school grounds
6. Marihuana	1. Theories of marihuana use 2. Health aspects of marihuana 3. Marihuana and the law 4. Medical research and marihuana
7. Alcohol and Alcoholism	1. The pharmacology of alcohol 2. Alcohol and health 3. Dangers of alcoholism 4. Prevention and control of alcoholism

Topics	*Sub-Topics*
8. Tobacco and smoking	1. Tobacco and the law 2. Reasons for using tobacco 3. Health implications of smoking (long and short term) 4. Prevention and control of smoking among children and youth
9. The media and drug use	1. Approach to individual needs through message appeals 2. Glorification of drug use, e.g., alcohol and tobacco 3. Developing resistance to media appeals 4. Psychological and social analysis of media messages
10. Children of Alcoholics	1. Identification 2. Developing strategies within the school environment 3. Working with students and their parents
11. Developing A School Based Substance Abuse Program	1. Aims, objectives 2. Resources 3. Examining Curriculum 4. Evaluation

E. Staff Awareness Sessions:

Using a cooperative learning jigsaw strategy, support teams will facilitate staff awareness meetings throughout the system. It is anticipated that each Area/School/Department will be involved in these sessions. Where appropriate support teams will utilize community resources to address particular needs.

F. Recommending Curriculum and School Based Programs

The Steering Committee with the support of the seconded person will identify and make recommendations about existing system curriculum dealing with drug abuse and other curriculum programs available to Boards of Education. As well the committee will explore various school based programs which have been successful in other jurisdictions. Through the workshop series, support teams will have an opportunity for input to any recommendations made for use of curriculum and/or school based programs.

4. Timeline (need to develop a 2 year timeline)

AGENDA

DEVELOPMENT COMMITTEE

1989 11 02

Confirmation of the minutes of the 1989 10 05 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Literacy Centre

NEW BUSINESS:

1. Presentation of Poster Series "The Courage to Remember" by Simon Wiesenthal Centre.

2. Report re Co-operative Education Program: **- Pages 1 - 5**
   (a) New Directions for Co-operative Education for the 1990's
   (b) Limeridge Mall Co-op

3. International Year of Literacy (1990) **- Pages 6 and 7**
   - A possible approach for the Hamilton Board of Education.

4. OPSBA Updates

I

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 11 02

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Co-operative Education Program

In October, 1989, the Ministry released a new provincial guideline for Co-operative Education in Secondary Schools. Over the last ten years, the Hamilton Board of Education has developed a Co-operative Education program in each of the composite and vocational secondary schools. In these programs, students receive one or two credits for learnings they acquire in a work place site. Each Co-operative Education site is carefully chosen, so that the on-site learning is an extension of an in-school credit course.

Bill Brown, the Co-operative Education Consultant, and Paula Pakozdy, Co-op Monitor for the Limeridge Mall Co-op, would like to make an oral presentation to outline:

(a) some new directions in Co-operative Education for the 1990's (Appendix A).

(b) Limeridge Mall Co-op: A futuristic example of Co-operative Education Programming.

RECOMMENDATION:

That this report be received for information.

Prepared by: Bill Brown, Co-operative Education Consultant
Paula Pakozdy, Co-op Monitor for Limeridge Mall Co-op

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education

CO-OPERATIVE EDUCATION
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON / 100 MAIN ST. WEST / HAMILTON, ONTARIO L8N 3L1
P.O. BOX 558
(416) 527-5092

POLICY AND PROCEDURES FOR CO-OPERATIVE EDUCATION IN ONTARIO SECONDARY SCHOOLS: 1989

This document is a response to the need for more direction and specificity and is designed to focus on the quality of co-operative education program delivery. It provides specific direction for quality and excellence in the midst of rapid growth and expansion and at the same time allows for creativity and innovation as we develop future directions for out-of-school learning.

Secondary School Co-operative Education

The Philosophy and Direction

1. **Primary focus:** ***Educational Learning Objectives***

   * School based across the curriculum approach

   * Direction for learning is the responsibility of the teacher and the school

   * While the success of co-operative education depends on partnerships with individuals outside the school the ownership for the program lies with the school

2. **Secondary Objective:** ***Preparation for the World of Work***

   * Development of generic work skills

   * Opportunities for transition to employment

   NOTE: Co-operative education is first and foremost an educational program. The link to the school through precourse counselling, preplacement orientation, individualized training plans, monitoring, integration and evaluation are important criteria that emphasize the philosophical direction and ownership of co-operative education.

Key Factors Stressed in the Policy Document

1. The *integrity of the credit* earned through the co-operative education mode.
2. Co-op as a *school-based program* first, not as a community based job training program.
3. *Teacher monitors should be knowledgeable in both the subject area and in co-operative education.*
4. The importance of *preplacement orientation and integration activities.*
5. The importance of *individualized training plans* as the key component of the out-of-school curriculum.
6. Co-operative education as an *enchancement to learning for all students.*

SECTIONS

Preface - outlines the stages in co-operative education program development and suggests future directions.

Introduction - provides a definition of co-operative education, an overview of the stages of program delivery, focuses on co-operative education for all students with appropriate skill and maturity level and encourages the development of other forms of experiential learning that may lead to co-operative education.

Program Components and Procedures - focuses on the day-to-day operation of co-operation education program delivery as it relates directly to students.

Special Considerations - focuses on special issues related to co-operative education program delivery.

Program Management and Administration - outlines procedures and policies related to the overall administration of co-operative education programs.

Acknowledgements - a list of the individuals involved in the project committee, advisory committee and French-language adaptation in committee.

LIME RIDGE MALL MARKETING CO-OP PROGRAM

The Lime Ridge Mall Marketing Co-op Program is a four credit package offered on site at Lime Ridge Mall. This successful program has been in operation since September, 1984. The credits which students obtain are Grade 12 Retailing, World of Work and two Retail related Co-op credits. Although students leave their home school for one semester and attend classes and experience their Co-op at Lime Ridge Mall, they remain on their home school roll. The program is open to students in grades eleven and twelve and to adults looking for a way to finish off diploma requirements or interested in doing some intensive career exploration.

This program is aimed at four different types of students:

1) students who think they are interested in a career in retail (50% of the student enrolled in this program pursue Marketing related careers - 50% do not - they change career direction, while still getting four credits, excellent job experience and their foot in the door. 90% of my students obtain part time employment.)

2) students who do not know what they want to do with their future and need a semester to do some intensive career exploration.

3) students who need a change for a semester. They have a high rate of absence and are bored with the traditional school setting. A semester at Lime Ridge has proven to rejuvenate this individual, giving them the motivation to finish off diploma requirements.

4) adults looking for a way to finish off diploma requirements and do some intensive career exploration.

To date, over 50 mall merchants have shown enthusiastic support for this program. Each semester, each student receives two Co-op placements and all merchants have developed valid training profiles. The mall setting serves as a vehicle for total immersion in Retail and allows me to use all possible resources i.e. store tours, hands on display workshops and mall personnel as guest speakers to discuss various career options and opportunities with students.

The program clientele consists of 50% high risk students (i.e. re-entry, non-attenders, adults) and 50% "regular" grade 11 and 12 students. 65% of my students come from single parent families. 25% live on their own. 40% feel that they are social outcasts. They have low self esteem and lack many social skills. 40% of my students have severe attendance problems. Alcoholism and voilence are prevalent in some of their home environments.

The Lime Ridge Mall Marketing Co-op Program should be offered for many reasons:

- Students succeed, when they are given an alternative to the traditional way of earning credits.
- Students obtain many new learning experiences as well as good employer references.
- Students have a sense of belonging to a group that shares common problems and goals.
- Students experience success through achievements at work and at school because the curriculum is more closely suited to their needs and abilities.

This program has benefited the Board of Education through retention of students. The Board has been able to keep abreast of trends in Business and Marketing thus revising and re-evaluating program and courses. The Board will be complying with the new Co-op guideline, issued by the Ministry of Education. The Board will stay competitive with other Boards by giving students the so called "Education of the Future".

Many students will experience five to seven different career changes and jobs throughout their working years. Many will work well beyond the age of 65. We must ask ourselves if we are adequately preparing these students for their future. It is the Board's responsibility to continually strive for creativity, innovation and change so that we can assist students in career education and in their transition from post-secondary employment and further education.

Submitted by: Paula Pakozdy
Teacher/Co-ordinator
Lime Ridge Mall Marketing Co-op Program

October 25, 1989

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 11 02

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: International Year of Literacy -- 1990

As you no doubt know, the United Nations has declared 1990 the International Year of Literacy.

In preparing for this, the curriculum department would like to make a brief presentation to include:

(a) definitions of literacy;

(b) a look at the Southam Survey Report, Broken Words;

(c) a brief look at the complexity of language learning and literacy;

(d) an overview of our current program, JK-OAC.

We would like to develop materials for trustees, parents and the public during 1990 that would answer basic questions, and provide information about language programs in the Hamilton Board of Education . Please use Appendix A (attached) to note some of your questions. We will collect them as a starting point.

We are planning a large scale Curriculum Department presentation on literacy for the spring, and would appreciate your support.

RECOMMENDATION:

That the report be received for information.

Prepared by: Diane Rawsthorn, Primary/Junior Co-ordinator
Gwen Mowbray, English Co-ordinator

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education

APPENDIX A

Please list below any questions you have regarding Literacy.

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